1993-092-013

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ARTS FACULTY COUNCIL

Minutes of Meeting of August 28, 1979

2:00 - 5:15 p.m.

PRESENT: R. G. Baldwin (Chairman), B. R. Abu-Laban, S. M. Abu-Laban, R. F. Anderson, S. H. Arnold, M. I. Asch, T. N. Ballin, R. Bentsen, J. W. Bilsland, E. D. Blodgett, N. E. Bonvalet, R. N. Bosley, R. J. Buck, R. L. Busch, D. J. C. Carmichael, R. J. Chenier, W. F. Christensen, R. P. Cirillo, F. D. Clandfield, J. A. Creore, D. Cullen, B. G. Dahlby, O. P. Dickason, C. Q. Drummond, W. Eastman, E. Egert, G. J. B. Egler, K. A. Fettig, N. Fetterman, A. D. Fisher, L. T. Fitz, J. V. Freeman, H. Garfinkle, M. A. Gillies, C. Gordon-Craig, M. L. Grayson, R. Gruhn, K. L. Gupta, H. A. Hargreaves, B. L. Harris, R. T. Harrison, T. F. Hartnagel, C. R. Hattersley, R. R. Hett, R. Hoffpauir, F. G. Hulmes, B. A. Hunter, H. J. Jones, H. Kreisel, J. F. Lauber, M. R. Legris, H. Liebel-Weckowicz, B. Linsky, J. A. MacIntyre, J. C. Mackenzie, G. Marahrens, U. Margolin, L. N. McKill, R. E. McKown, B. J. Mitchell, C. H. Moore, E. Mozejko, J. M. Nering, S. C. Neuman, R. M. Nielsen, M. S. Noorzoy, K. Ohta, R. A. Pendergast, G. D. Prideaux, T. M. S. Priestly, F. L. Radford, E. Reinhold, B. L. Rochet, M. T. Roeder, P. A. Rolland, P. A. Runquist, V. Salyzyn, B. L. Scarfe, R. C. Smith, R. M. Totman, F. P. Van de Pitte, M. M. Van de Pitte, L. Wankel, E. H. Waugh, M. A. Whitaker, T. H. White, M. D. Wilkie, T. Yedlin.

1. Minutes of Arts Faculty Council Meeting of May 15, 1979
   On a motion by Professor Smith, seconded by Professor Nielsen, the Minutes were adopted as circulated.

2. Welcome to New Members
   Dean Baldwin welcomed on behalf of Council the new student members (their appointments having been approved by Council in May 1979), and the representatives of other faculties (their names being listed under item 3 of the Executive Committee Report to Council).

3. Executive Committee Report: Summer 1979
   [The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]
   The following items were removed for separate consideration.
   3.1 Chairmen's Selection Committees: Election Slates for Membership from the Faculty-at-Large [ref. item 4, Exec. Rpt.)
   The Executive nominations were automatically before Council, the nominations being in accord with the new GFC regulation governing small departments: "For departments that have fewer than six full-time continuing academic staff members, two of the three representatives of the department on Chairmen's Selection Committees will be replaced by two members elected by the faculty concerned. For departments with between six and ten full-time continuing academic staff members, one of the three representatives of the department will be replaced by a member elected by the faculty concerned." (Note: Assuming ratification by the Board of Governors, the latter will replace the 1968 GFC regulation: "For departments that have fewer than ten full-time continuing academic staff members, the three representatives of the department on Chairmen's Selection Committees will be replaced by three elected members of the faculty concerned.")

3.1.1 Chairman's Selection Committee: Department of Classics (1 to be elected)

J. D. W. Crowther, English
S. R. Munro, History

It was moved by Professor Creore, seconded by Professor Harris,

THAT nominations cease.

Motion carried.

3.1.2 Chairman's Selection Committee: Department of Comparative Literature (1 to be elected)

L. T. Fitz, English
D. Musacchio, Romance Languages

It was moved by Professor Anderson, seconded by Professor Hargreaves,

THAT nominations cease.

Motion carried.

3.1.3 Chairman's Selection Committee: Department of Germanic Languages (1 to be elected)

R. M. Nielsen, Classics
R. A. Young, Romance Languages

It was moved by Professor Egert, seconded by Professor Blodgett,

THAT nominations cease.

Motion carried.

3.1.4 Chairman's Selection Committee: Department of Religious Studies (2 to be elected)

C. Caldarola, Sociology
W. Eastman, Philosophy
M. M. Young, Anthropology

It was moved by Professor Buck, seconded by Professor Hett,

THAT nominations cease.

Motion carried.

The elections will be conducted by Faculty-wide mail ballot, the ballot being accompanied by a brief biography of each candidate.

3.2 Rehearing Committee: Faculty Panel [ref. item 5, Exec. Rpt.]
The Executive nominations for election to one vacant seat were automatically before Council:

R. J. Buck, Classics
M. M. Van de Pitte, Philosophy

It was moved by Professor Hargreaves, seconded by Professor Marahrens,

THAT nominations cease.

Motion carried
(election by Faculty-wide ballot).

3.3 Salaries and Promotions Committee [ref. item 5, Exec. Rpt.]
The Executive nominations for election to two vacant seats were automatically before Council:

N. E. Bonvalet, Romance Languages
D. H. Dinwoodie, History
M. Prokop, Germanic Languages
R. H. Solomon, English

One additional nomination was forthcoming from the floor of Council:

M. L. Ross, English

It was moved by Professor Smith, seconded by Professor Marahrens,

> THAT nominations cease.

Motion carried
(election by Faculty-wide ballot).

3.4 Tenure Committee: Faculty Panel [ref. item 5, Exec. Rpt.]
The Executive nominations for election to three vacant seats were automatically before Council:

Fine Arts/Humanities (1 to be elected)	Social Sciences (2 to be elected)
R. G. Moyles, English	L. E. Larson, Sociology
E. Mozejko, Comparative Literature	D. J. Moss, History
	V. Salyzyn, Economics

It was moved by Professor Waugh, seconded by Professor Marahrens,

> THAT nominations cease.

Motion carried
(election by Faculty-wide ballot).

3.5 Canadian Studies Committee [ref. item 5, Exec. Rpt.]
The joint recommendation of the Executive and Canadian Studies Committees was put to Council on a motion by Professor Nielsen, seconded by Professor Kreisel,

> THAT the coordinator of Canadian Studies 400 be made an *ex officio* member of the Canadian Studies Committee.

Motion carried.

3.6 East Asian Studies Committee [ref. item 5, Exec. Rpt.]
Council was advised by Dean Baldwin that the EASC recommendation for the reinstatement of the memberships of Professors Caldarola and Waida following their return from leave was not received in time for the normal routing through the Arts Executive, nor was the EASC nomination of Professor B. L. Evans as the new chairman of the committee (although the latter was anticipated by the Executive). The Dean's separate recommendation for expansion of the existing membership structure was put to Council on a motion by Professor Fitz, seconded by Professor B. R. Abu-Laban,

> THAT the language director of the East Asian Studies program be made an *ex officio* member of the EASC.

Motion carried.

Council's attention having been drawn to the remaining items in the report, it was moved by Professor Hett, seconded by Professor Hargreaves,

THAT the Executive Committee Report be approved by Council (it being understood that approval of the report would also signify ratification of the Executive appointments to various standing committees of the Faculty other than those noted above).

Motion carried.

Note: The August 28 committee membership listing is confined to faculty memberships. Student members of Council were reminded that they constitute the nominating body for student membership on a majority of the Faculty standing committees, and that these nominations must be submitted to the October meeting of Council.

4. Approval of Departmental Nominations to Arts Representative Council

It was moved by Professor Buck, seconded by Professor Nielsen, THAT the full Council of the Faculty approve the departmental nominations to the 1979-80 Arts Representative Council:

Department	Members	Alternates
Anthropology	M. I. Asch M. M. Young	R. Gruhn
Art and Design	R. J. Chenier J. A. Forbes	V. C. Chan
Classics	J. R. Wilson	K. A. Garbrah
Comparative Literature	U. Margolin	E. Mozejko
Drama	C. T. Peacocke Pending (1)	J. H. Terfloth
Economics	M. S. Noorzoy R. H. M. Plain V. Salyzyn	
English	P. A. Demers C. Q. Drummond D. A. Jackel J. A. MacIntyre	F. D. Clandfield J. F. Forrest P. Gallivan R. R. Wilson
Germanic Languages	Pending (1)	
History	O. P. Dickason D. C. Johnson Pending (1)	
Music	Pending (2)	
Philosophy	B. A. Hunter R. A. Shiner	B. Linsky
Political Science	D. J. C. Carmichael F. G. Hulmes	
Psychology	Pending (1)	

Department	Members	Alternates
Religious Studies	M. A. Morgan	
Romance Languages	J. E. Algeo A. J. Ballah B. L. Rochet	M. G. Badir
Slavic Languages	P. A. Rolland	B. Medwidsky
Sociology	S. M. Abu-Laban J. W. Gartrell L. W. Kennedy	T. F. Hartnagel

Motion carried.

Note: The name of Professor B. L. Evans of the Department of History was struck from the original list of nominations. Professor Evans becomes an *ex officio* member of ARC by virtue of his appointment as chairman of a Faculty standing committee. Accordingly, the Department of History will submit another nomination.

5. Report of the Course and Calendar Change Committee

5.1 August 1979 Report

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only. The Minutes do not necessarily reflect the specific order of Council's discussion, the debate being summarized in the context of the page numbers of the committee report, and in terms of whether or not the course proposal proved to be contentious.]

On behalf of the Course and Calendar Change Committee, it was moved by the chairman, Professor Reinhold, seconded by Professor Neuman,

> THAT the August 1979 Report of the Course and Calendar Change Committee be approved by Council.

The following items were removed for separate consideration.

p.1 Classics
New courses: Arabic 100, 300, and 400; Hebrew 100, 300, and 400.

pp.2 & 3 Comparative Literature
New courses: C LIT 341, 342, 344, 345, 358, and 359.
Course changes: C LIT 362, 460, 464, 465, and 470.

The balance of the report was subject to the following amendments.

p.4 INT D 301 and 401. Add the name of the department having responsibility for registrations in these interdisciplinary film courses (i.e. the home department of the chairman of the Film Studies Committee): Political Science.

LING 382. Add to the prerequisite: or consent of the Department.

p.7 SPAN 690. Note that this new course is proposed for introduction in 1979-80 (together with the new course SPAN 501 and the changes in FREN 330 and 340).

The question was put on approval of the report, as amended, and excepting the courses removed for separate consideration.

Motion carried.

Items Removed for Separate Consideration

p.1 ARAB 100. Introductory Arabic. *6 (3-0-2). Pronunciation and grammar of classical Arabic from the Qur'an.

HEB 100. Introductory Hebrew. *6 (3-0-2). Basic grammar of classical Hebrew and selected readings from the documents of the Pentateuch.

The initial question was a jurisdictional one, namely why courses in Arabic and Hebrew were being offered under the aegis of the Department of Classics. Professor Smith, the Classics chairman, explained that the original request was forthcoming from the Department of Religious Studies (which does not offer language as part of its program), and that it seemed appropriate, Classics having for some time been engaged in the teaching of ancient languages, and having as part of its curriculum course offerings on Ancient Egypt and the Ancient Near East. This response did not entirely satisfy Professor Anderson, the chairman of the Department of English, who argued that "Classics has hitherto meant Latin and Greek," and that the proposal to house Arabic and Hebrew in the Department of Classics was largely in the nature of a "flag of convenience." On the grounds that Council might at some future date wish to make some other arrangement, an amendment was moved by Professor Anderson, seconded by Professor Clandfield,

> THAT approval of these courses for offering by the Department of Classics be given on the understanding that their location there is for convenience only.

Members speaking against the amendment argued that it was unnecessary, Council being empowered to take whatever action it sees fit at any given point in time.

Amendment defeated.

The next consideration was the need for a sharpening of the title and description of ARAB 100. An amendment was moved by Professor Egert, seconded by Professor Hargreaves (Professor Smith having indicated that it was acceptable to the Department of Classics),

> THAT the title of ARAB 100 be revised to read Introductory Literary Arabic, and that the word "classical" be deleted from the course description.

Amendment carried.

A minor editorial change was made in the title and description of HEB 100, the word "classical" being deleted from the course description and inserted in the title (Introductory Classical Hebrew).

The vote was then taken on approval of ARAB 100 and HEB 100, as amended.

Motion carried.

ARAB 300/400 and HEB 300/400 were not described in the report of the Course and Calendar Change Committee, the committee having recommended that consideration of these courses be deferred pending a review of the 1980-81 experience with ARAB 100 and HEB 100. The recommendation involved a difference of interpretation of a memo from the Classics Chairman, the Calendar Committee having understood that it was being given the option of recommending all or some of these courses at this particular

point in time. Professor Reinhold reported that his committee had no reservations about the academic viability of the 300- and 400-level courses, but that having noted that they would not in any event be offered until 1981-82 and 1982-83, respectively, and that the matter of staffing was to some extent dependent upon assurances of outside funding, the committee decided that it would be prudent to defer consideration. However, Professor Smith explained that it was indeed his intention to seek approval of all six language courses since it would give assurance to students that there was a commitment to see them through a full program. Council was also advised that there was evidence of substantial interest on the part of the Arabic and Jewish communities, so that the matter of outside funding did not appear to be a problem. Accordingly, it was moved by Professor Smith, seconded by Professor Buck,

> THAT ARAB 300/400 and HEB 300/400 be considered by Council, their absence from the Course and Calendar Committee Report notwithstanding.

Motion carried.

The titles and descriptions of the courses were read into the record (the listing below taking account of minor editorial changes recommended by Council).

ARAB 300. Intermediate Literary Arabic. *6 (3-0-0). Reading of classical and modern texts. Prerequisite: ARAB 100 or consent of the Department. Note: This course will not be offered until 1981-82.

ARAB 400. Advanced Literary Arabic. *6 (3-0-0). Selected readings from classical and contemporary Arabic authors. Prerequisite: ARAB 300 or consent of the Department. Note: This course will not be offered until 1982-83.

HEB 300. Intermediate Classical Hebrew. *6 (3-0-0). Basic grammar (continued) with readings from the Prophets and other writings of the Hebrew Bible. Prerequisite: HEB 100 or consent of the Department. Note: This course will not be offered until 1981-82.

HEB 400. Advanced Classical Hebrew. *6 (3-0-0). Further readings from the Hebrew Bible and other selected documents. Prerequisite: HEB 300 or consent of the Department. Note: This course will not be offered until 1982-83.

The question was put on approval of the courses for inclusion in the 1980-81 Calendar.

Motion carried.

Note: Arising out of the foregoing discussion was the question of the overall terms of reference of the Course and Calendar Change Committee including the issue whether it is appropriate for this Committee to examine course proposals from the point of view of staffing and financing, or whether its scrutiny should be confined to the academic viability of the courses. Professor Reinhold having indicated that the committee would appreciate guidance in this matter, Dean Baldwin recommended that it be raised in the first instance with the Arts Executive.

pp.2 & 3 Comparative Literature

New Courses

C LIT 341. Extrinsic Approaches to Literature I.
C LIT 342. Extrinsic Approaches to Literature II.
C LIT 344. The Forms and Analysis of Narrative.
C LIT 345. The Forms and Analysis of Poetry.
C LIT 358. Introduction to the Study of Themes and Motifs I.
C LIT 359. Introduction to the Study of Themes and Motifs II.
C LIT 362. International Movements in Contemporary Theatre.
C LIT 354 (formerly 460). Literature and the Theatre.
C LIT 375 (formerly 464). Literature and Music.
C LIT 365 (formerly 465). Literature and Society.
C LIT 370 (formerly 470). Psychological Theories in the Explication of Literature.

The central issue arising out of the Comparative Literature submission was the absence of a language requirement in the new course offerings, and the deletion of this requirement from existing courses proposed for renumbering from the 400- to the 300-level. Some members saw in this a violation of the general principle underlying the study of Comparative Literature, namely that the student should have competency in at least one relevant language other than English. However, Council was assured that the submission did not constitute an abandonment of the original principle; that the language requirement would still apply to students specializing in Comparative Literature, and that the force of the proposal was simply to make available a greater selection of courses to general B.A. students (who do not have a language requirement as part of their program), and other interested students who may wish to take as an option one or more courses in Comparative Literature (it being noted, for example, that within the framework of C LIT 358/359 it may be possible for B.Mus. students to take as an option the motif of Faust in more than one literature).

The discussion having moved from the general principle to the individual course proposals, Professor Blodgett, the Chairman of Comparative Literature, was asked whether there would not be consistency in applying to the newly numbered 300-level courses the same prerequisite as there is for a number of departmental offerings at the intermediate level. Professor Blodgett having indicated acceptance of this proposal on behalf of his Department, Council agreed by general consent

> THAT in the case of the newly numbered C LIT 354, 365, 370, and 375 the requirement of a language other than English be replaced by the following prerequisite: C LIT 200 or 300, or ENGL 200 or equivalent.

Council next agreed to a request from Professor Blodgett that the new course proposals C LIT 341 and 342 be withdrawn pending further consideration by the Department of Comparative Literature (this review to take into account the question whether C LIT 341 should be pitched at a slightly higher level than C LIT 342). The withdrawal of these courses led to the reinstatement of C LIT 340 (the cancellation of the full-year course having earlier been approved on the assumption that it would be replaced by the single-term C LIT 341 and 342).

The vote was then taken on approval of the Comparative Literature submission, as amended, and excepting the two course withdrawals.

Motion carried.

5.2 May 1979 Deferral: Calendar Committee Recommendation re: Course Offerings of St. Joseph's College

[The May 1979 deferral was discussed in the light of supplementary material from the Course and Calendar Change Committee and St. Joseph's College, copies of which are attached to the official Minutes.]

Father de Valk, the Principal of St. Joseph's College, was welcomed by Dean Baldwin on behalf of Council, and was formally invited to take part in the deliberations on a motion by Professor Hargreaves, seconded by Professor Nielsen. It was then moved by Professor Reinhold, seconded by Professor Nielsen,

> THAT we lift from the table the motion that the word "Catholic" be substituted for "Christian" in the titles of the existing courses PHIL 219 Foundations of Christian Philosophy, and PHIL 301 Development of Christian Philosophy, and that, where applicable, this clarifying amendment be applied to the titles and descriptions of all courses offered under the aegis of St. Joseph's College.

Motion carried.

Speaking on behalf of the Course and Calendar Change Committee, Professor Reinhold emphasized that the May 1979 recommendation was intended simply as a clarifying amendment. The Calendar Committee felt that the titles and/or descriptions of some of the offerings of St. Joseph's College did not make clear to interested students the precise nature of the course, and that in a number of instances the substitution of the word "Catholic" for "Christian" would serve to clarify the subject matter ("Catholic" being understood to mean "Roman Catholic").

Father de Valk's response was that "the imposition of the word 'Catholic' in titles and descriptions of courses where this designation is not present is an unacceptable narrowing of focus." He emphasized that the existing terminology was not accidental, but a deliberate choice on the part of the College: "The College indicates very clearly in its course listings when it desires to teach courses restricted to 'Catholic' subject matter (e.g. Introduction to Catholic Moral Thought). When the College employs the term 'Christian' it indicates that the subject matter includes Christian points of view not exclusively Roman Catholic (e.g. Christianity and Social Justice). When it employs neither Catholic nor Christian in the title, it does so because the subject matter does not take its origins from a religious source (e.g. Medical Moral Problems). When the description adds 'Christian' as it does in this case (Christian reasons for valuing life) it says exactly what it means to say, namely Christian, not just Roman Catholic." Father de Valk urged Council to defeat the above-noted resolution. He also proposed that in the case of PHIL 217 (a new course approved by Council in May 1979 on the recommendation of the Calendar Committee under the revised title An Introduction to Catholic Philosophy), the title be changed to reflect the original submission, namely An Introduction to Christian Philosophy.

Father de Valk's presentation gave rise to the question whether in accepting the existing St. Joseph's College courses as Arts options the Faculty was fully aware of the precise distinctions in terminology:

whether, for example, it was previously evident to all concerned that the use of the word "Christian" meant that the College was moving beyond the confines of the Roman Catholic church and the Roman Catholic tradition (which is generally understood to be the mandate of St. Joseph's College), and introducing courses dealing with a much broader context of the Christian tradition (an area which is generally understood to be within the purview of the Department of Religious Studies, and Arts Faculty normally being unwilling to accept as options courses entering into direct competition with its own offerings). This concern led to a further question whether the matter of the course labels could properly be addressed in isolation from the ongoing discussions regarding the functional relationship between the Arts Faculty and St. Joseph's College (ref. item 6, Exec. May 1979 rpt. to Council). On the grounds that the resolution of the larger jurisdictional issue should take precedence, it was moved by Professor Asch, seconded by Professor Buck,

> THAT the whole of the motion before us be tabled.

Motion carried.

Proposed Course in Communication for Native Students

This item was deferred by Council at its May 1979 meeting, there being insufficient time to consider the Curriculum Committee response to the original Senate referral. In the interim a Committee on Native Studies was struck by GFC, and Mr. E. Metatawabin, the on-campus Advisor on Native Affairs, asked, through Professor A. D. Fisher, that Arts Faculty withhold action on the individual proposal pending examination by the GFC committee of the whole of the Senate recommendations on native studies. Accordingly a motion of privilege was moved by Professor Fisher, seconded by Professor Asch,

> THAT this item in its totality be deferred pending consideration of the Senate resolution by the GFC Committee on Native Studies.

Motion carried.

Approval of Format of Supplementary Professional Activities Report

Council in April 1977 approved a set of criteria and procedures governing the administration and control of the supplementary professional activities of Arts staff members (ref. item 6, AEC, 12/4/77). This legislation was modified in August 1978, in light of the revision of Article 29 of the Agreement and the relevant Board policy statement (ref. item 6, AFC, 29/8/78). There remained one other contractual requirement, namely approval of a format for reporting these activities. It was moved by Professor Hett, seconded by Professor Buck,

> THAT Arts Faculty approve the format it has been employing on an experimental basis for the last two years.

One minor editorial change was recommended (and was accepted by general consent), namely that the provision for the signature of the staff member be deleted from the form. (Note: The revision recognizes that the information must in the first instance be supplied by the individual staff member, but that the matter of signature may on occasion present an unnecessary complication and delay in completion of the form, say, for example, in the case of someone on leave who forwards the information in rough form for typing).

Motion carried.

8. Selection/Review of Incumbent Department Chairmen: GFC Referral
Council was reminded by Dean Baldwin that under existing GFC regulations faculties are required to state by January 1, 1980, their preference, if any, in the matter of Selection/Review of incumbent chairmen when their term has expired and they are standing for reappointment. Council was also reminded that if a faculty remains totally silent on this issue, the selection process will *perforce* be applied to all future chairmen in that faculty. Three options were put before Council:

i) that the Faculty remain silent;

ii) that it express positive support for the selection process (which has for a number of years been the prevailing practice in Arts Faculty);

iii) that it ask for the review option where a committee, or a council, or an incumbent elects this practice (bearing in mind that both the selection and the review procedures provide an opportunity to look at the total administrative and academic performance of the incumbent chairman, but that the one thing lacking in the review process is the opportunity to examine other candidates for the chairmanship).

In light of this information, it was moved by Professor Hartnagel, seconded by Professor Smith,

> THAT the Arts Faculty endorse as a universal practice its present procedures which are selection procedures.

Motion carried.

9. CAS Recommendation re: Degrees with Distinction
The CAS recommendation was put to Council on a motion by the committee chairman, Professor Runquist, seconded by Professor Asch, THAT Arts Council ask GFC for permission to make the following specification for its B.A. (General) and B.A. (Special) programs (which constitutes an amendment to the general University regulation, Calendar 16.4.3):

> THAT the award of Distinction to graduates of the B.A. (General) and B.A. (Special) degree programs be restricted to students who have carried a full load of five courses in each of the last two years of their programs, and who have obtained a grade-point average of 7.5 or higher over these ten courses.

Council's attention was drawn to the CAS analysis of the percentage of graduates earning Distinction in the period 1969/70 (5.9%) to 1977/78 (17.2%), and to the following statement from the CAS:

> In the opinion of this committee, students who attain a ten-course grade-point average of 7.5 or higher with reduced course loads do not show the same degree of academic excellence as those who attain the same average with a full-course load, and should not receive the same recognition. The award was meant to recognize distinguished academic performance, and we do not think there is anything particularly distinguished about the performance of a student who is able to attain high grades if he or she is just taking one or two courses. Under existing procedures, however, such students are able to receive the Distinction award, and in the last year represented a sizeable

> proportion of the graduates awarded Distinction. In short, we think it time that practice followed the intention of the award.

Professor Runquist added that the CAS was primarily concerned about those students who have reduced course loads by virtue of withdrawals or failed courses, but who nevertheless manage to obtain the award of Distinction.

In the debate which followed, several members expressed a reluctance to deal with the issue so late in the day (5:00 p.m., which is the normal time for adjournment) and on the basis of the information provided by the CAS. In the latter case it was pointed out:

i) that there was no indication of the number of students who would be affected by the proposal, and that this could have a bearing upon the deliberations;

ii) that the CAS had provided figures showing that the percentage of graduates earning Distinction was on the rise, but that there was no breakdown indicating whether or not the number of students with reduced course loads who earned Distinction was excessive, or had grown any faster than the number of awards of Distinction to those who take a full load;

iii) that there was a discrepancy of sorts in the statistical information, the 1969/70-1977/78 figures showing an overall increase in the percentage of graduates earning Distinction, and the 1976/77-1977/78 figures showing a decrease in the percentage of B.A. (Special) students earning Distinction;

iv) that the proposal was directed primarily to those students who carry a reduced course load by virtue of withdrawals or failed courses, and who have not therefore demonstrated a high standard of academic excellence, but that there are also students who are granted a reduced course load on the basis of special circumstances (e.g. financial and/or domestic responsibilities), and who perform well;

v) that (in light of iv) above) the force of the proposal would be to cover an unknown number of cases, but in a way which would deny the possibility of Distinction to a number of students who quite clearly have earned it.

In light of these concerns, it was moved by Professor Kreisel, seconded by Professor Smith,

> THAT this recommendation be referred back to the Committee on Academic Standing for further consideration, it being understood that the CAS will report back to Council before the year-end.

Motion carried.

10. Adjournment

By general consent, the meeting was adjourned at 5:15 p.m.

Baha Abu Laban

Chairman.

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT: SUMMER 1979

1. Revisions to the List of Spring Graduands [ref. item 4, AFC, 15/5/79]
The Executive approved on behalf of Council the following revisions to the list of Spring Graduands.

ALLAN, Brian Wayne, change in degree status from B.A. (Honors) to B.A. with First Class Honors

DABROWSKA, Anna E.
KORMAN, Terry
MAYNARD, Kevin Harrison
} additions to the list of students recommended for the B.A. (General) degree

OSEEN, Collette Alice, deletion from the list of students recommended for the Canadian Studies Certificate of Equivalence

2. Student Appeals
Four appeals were heard, all of them involving students in the B.A. (General) program.

2.1 Jonathon P. Schachter
The Executive upheld Mr. Schachter's appeal that he be excused the second half of the Faculty's laboratory science requirement. The appeal was based on medical grounds, Mr. Schachter having cited a vision problem which prevented him from seeing anything in fine detail, and his doctor having confirmed that the student would be seriously handicapped in the use of a microscope and other equipment and materials required for lab work. Mr. Schachter was permitted to satisfy the requirement by means of an Arts option (the student having only one full-course equivalent remaining for the degree).

2.2 Laura Grace Robertson
The Executive upheld Ms. Robertson's appeal that she be permitted to use Geology 209, a single-term non-lab science course taken at the University of Calgary, to complete the 15-course requirement for her degree, and in so doing to be exempted from the second half of the Faculty's lab science requirement. The appeal involved misinformation and misdirecting of mail: Ms. Robertson having gone to the Student Program Office counter to enquire about the status of Geology 209, having been mistakenly informed that it could be substituted for an approved lab science, and there having been considerable delay in notifying her of the error. Arising out of this appeal the Executive recommended that SPO decisions involving an interpretation and/or waiver of a Faculty requirement be made by senior program personnel.

2.3 Names Withheld
These two cases involved an unsatisfactory standing and the requirement to withdraw from the Faculty. Both students cited as extenuating circumstances financial and/or personal problems, and sought immediate readmission and a waiver of regulations pertaining to Category C students. The Executive did not find in either of the appeals a case for exception. Moreover, Faculty experience has demonstrated that immediate readmission of students with failing averages is not in their best interests. Accordingly, the appeals were denied. Arising out of these appeals the Executive has asked the CAS to review and report on the categories of academic standing, and to advise whether it would be practicable for Arts to consider screening out more students whose performance is less than acceptable (Category B: "unsatisfactory,"

(Quality Index of less than 4.0 but greater than 2.0; Category C: "extremely unsatisfactory," Q.I. of 2.0 or less).

3. Membership on 1979-80 Arts Council

3.1 External Membership

Acting on authority delegated by Arts Council, the Executive received and approved the following nominations.

Business Administration and Commerce	D. M. Cullen (reappointment)
Faculté St-Jean	Dean F. J. McMahon (reappointment)
East European Studies	T. Yedlin
Education	H. Garfinkle, Educational Foundations M. L. Grayson, Elementary Education
Engineering	R. G. Bentsen, Mineral Engineering
Home Economics	N. Fetterman (reappointment)
Physical Education and Recreation	L. Wankel (reappointment)
Science	H. L. Abbott, Mathematics (reappointment) E. L. Jackson, Geography (reappointment) (Note: Professor O. F. G. Sitwell of the Dept. of Geography is an *ex officio* member of Council, by virtue of his chairmanship of the Arts Faculty Honors Committee.) G. D. Prideaux, Linguistics

3.2 Student Membership: Department of Sociology

The Executive received and approved on behalf of Council the departmental recommendation for a change in the status of Ms. Michele Ivanitz from alternate to primary member (replacing Ms. Christine Burdeniuk, who is a fall graduand).

4. Chairmen's Selection Committees: Membership from the Faculty at Large

The Executive will submit for Council's approval on August 28 the following election slates (the nominations being in accord with the recently revised University regulations governing departments with less than ten full-time academic staff).

4.1 Chairman's Selection Committee: Classics (1 to be elected)

J. D. W. Crowther, English
S. R. Munro, History

4.2 Chairman's Selection Committee: Comparative Literature (1 to be elected)

L. T. Fitz, English
D. Musacchio, Romance Languages

4.3 Chairman's Selection Committee: Germanic Languages (1 to be elected)

R. M. Nielsen, Classics
R. A. Young, Romance Languages

4.4 Chairman's Selection Committee: Religious Studies (2 to be elected)

C. Caldarola, Sociology
W. Eastman, Philosophy
M. M. Young, Anthropology

5. Review of Arts Faculty Committee Structure
   Membership on Faculty committees was reviewed in light of leaves and the expiration of terms of office, and a number of replacement appointments were made (see attachment headed "Faculty of Arts Committee Memberships, 1979-80"). Council will be asked to ratify these appointments on August 28, and to approve slates for election to the Rehearing, Salaries and Promotion, and Tenure Committees.

6. B.A. (Special) in Criminology
   A proposal from the Department of Sociology for a B.A. (Special) in Criminology was jointly referred to the Academic Planning Committee and the Curriculum Committee for analysis and comment.

7. Department of East Asian Languages and Literatures
   A proposal for the creation of a Department of East Asian Languages and Literatures went forward from the Faculty to the University Academic Development Committee on July 10 (Council having previously indicated support for such a proposal).

8. St. Joseph's College
   A proposal that St. Joseph's College offer an area of concentration and an Honors program in Christian Theology was referred to the Curriculum Committee and the Honors Committee, respectively, for analysis and comment.

9. CAS Recommendation re: Degrees with Distinction
   The Executive received for information and gave a place on the agenda for the August meeting of Council the CAS recommendation that "the award of Distinction to graduates of the B.A. (General) and B.A. (Special) degree programs be restricted to students who have carried a full load of five courses in each of the last two years of their programs and who have obtained a grade-point average of 7.5 or higher over these ten courses." The requirement of a full-course load over the last two years is already in place for the award of Distinction to graduates of the B.F.A. and B.Mus. degree programs, the latter recommendation having been initiated by the Fine Arts departments and approved by Arts Council (and GFC) in 1973. However, Council in 1973 opposed a suggestion that this regulation be applied across the board, on the grounds that it would discriminate against students in the B.A. programs who had been granted a reduced course load because of full-time work or family responsibilities (the argument being that such students should be considered on a par with students who are carrying full-course loads but who are not faced with financial and/or domestic burdens). Council will be invited to reconsider the matter in the light of the CAS report on the significant increase in the percentage of students earning the award of Distinction in the period 1969-70 (5.9%) to 1977-78 (17.2%), and the CAS comment that "the award was meant to recognize distinguished academic performance," and that "students who attain a ten-course grade-point average of 7.5 or higher with reduced course loads do not show the same degree of academic excellence as those who attain the same average with a full-course load, and should not receive the same recognition." Council will also be asked to bear in mind that deceleration is now a fairly common practice, and that it may be granted for a variety of reasons other than domestic or financial responsibilities.

Faculty of Arts Committee Memberships, 1979-80

Academic Planning Committee

B. R. Abu-Laban, Associate Dean
S. H. Arnold, Comparative Literature
M. Jendyk, Drama (Chairman)
T. F. Hartnagel, Sociology
R. M. Nielsen, Classics
R. A. Shiner, Philosophy
U. Trumpener, History

Academic Standing Committee

E. Egert, Germanic Languages
M. Jendyk, Drama
J. A. Lejnieks, Political Science
R. J. Middleditch, Student Pgm. Office
P. A. Runquist, Psychology (Chairman)

Admissions and Matriculation Requirements Committee

W. A. Blanchard, Associate Dean
D. J. Moss, History
A. M. Munn, Music
W. D. Pierce, Sociology
M. D. Wilkie, English (Chairman)
J. R. Wilson, Classics

Canadian Studies Committee

F. F. Bueckert, Drama
G. Cadrin, FSJ
G. Dacks, Political Science
A. D. Fisher, Anthropology
R. T. Harrison, English
(Curriculum Comm. rep.)
D. A. Jackel, English*
H. Kreisel, Comp. Lit. (Chairman)
H. M. Lysons, Ed. Foundations
R. J. Middleditch, Student Pgm. Office
R. G. Motut, Romance Languages
D. R. Owram, History
R. A. Pendergast, Economics
N. R. M. Seifried, Geography
E. L. Snider, Sociology

Counselling Committee

J. W. Bilsland, English (Chairman)
W. A. Blanchard, Associate Dean
R. A. Davis, Student Counselling Services
J. A. Forbes, Art and Design
P. A. Runquist, Psychology
V. A. Stobee, Student Pgm. Office

Course and Calendar Change Committee

M. F. Bauer, Economics
A. A. Carlson, Philosophy
G. F. N. Fearn, Sociology
R. J. Middleditch, Student Pgm. Office
S. C. Neuman, English
G. S. Peacock, Art and Design
E. Reinhold, Asst. Dean (Chairman)

Curriculum Committee

W. A. Blanchard, Associate Dean
J. Frascara, Art and Design
K. L. Gupta, Economics
R. T. Harrison, English (Chairman)
P. E. Prestwich, History
M. Prokop, Germanic Languages
P. A. Schouls, Philosophy
C. R. Wilson, Anthropology

East Asian Studies Committee

D. H. Bai, Anthropology
C. Caldarola, Sociology
B. L. Evans, History (Chairman)
J. A. Forbes, Art and Design
H. J. Jones, History (Language Director)**
S. R. Munro, History
K. Ohta, History
M. Waida, Religious Studies
D. E. Young, Anthropology

Executive Committee

Dean R. G. Baldwin (Chairman)
F. C. Engelmann, Political Science
L. T. Fitz, English
C. W. Hobart, Sociology
H. Kreisel, Comparative Literature
R. C. Macleod, History
R. M. Nielsen, Classics

Film Committee

S. H. Arnold, Comparative Literature
A. A. Carlson, Philosophy
P. Darrah, Art and Design
J. M. Duciaume, Romance Languages
E. P. Murray, Political Science (Chairman)
G. B. Peacock, Drama
S. A. C. Scobie, English

Honors Committee

M. G. Badir, Romance Languages
M. F. Bauer, Economics
W. Berg, Music
D. J. C. Carmichael, Political Science
W. E. Cooper, Philosophy
J. A. Forbes, Art and Design
K. T. Holden, Slavic Languages
D. Kuiken, Psychology
R. C. Macleod, History
J. S. McMaster, English
R. M. Nielsen, Classics
G. D. Prideaux, Linguistics
K. D. Prithipaul, Religious Studies
E. Reinhold, Assistant Dean
P. A. S. Saram, Sociology
O. F. G. Sitwell, Geography (Chairman)
M. M. Young, Anthropology
Pending: Comp. Lit./Drama/Germanics reps.

Library Committee
B. L. Almon, English
T. N. Ballin, Classics
A. L. Bryan, Anthropology
J. C. Hackler, Sociology
M. Kalinowsky, Romance Languages
M. L. Kosinski, Art and Design
U. Margolin, Comparative Literature
J. K. Masson, Political Science
M. A. Morgan, Religious Studies
R. A. Pendergast, Economics
(Canadian Studies rep.)
P. A. Rolland, Slavic Languages
G. A. Rothrock, History
S. Sharir, Economics
M. Sharma, HASSL
W. D. Sharp, Philosophy
J. H. Terfloth, Drama
F. P. Van De Pitte, Philosophy (Chrmn.)
T. E. Weckowicz, Psychology
J. Whittle, Music
Pending: Germanics rep.

Rehearing Committee: Faculty Panel
Continuing Members
F. D. Blackley, History
P. J. Cahill, Religious Studies
P. Gallivan, English
R. Gruhn-Bryan, Anthropology
C. T. Peacocke, Drama
T. L. Powrie, Economics
R. Silvester, Art and Design

Executive Nominations for Election to 1 Vacant Seat (Fine Arts/Humanities)
R. J. Buck, Classics
M. M. Van De Pitte, Philosophy

Salaries and Promotions Committee
Continuing Members
J. V. DeFelice, Drama
C. W. Hobart, Sociology
S. M. M. Qureshi, Political Science

Executive Nominations for Election to 2 Vacant Seats
N. E. Bonvalet, Romance Languages
D. H. Dinwoodie, History
M. Prokop, Germanic Languages
R. H. Solomon, English

Tenure Committee: Faculty Panel
Continuing Members
R. J. Buck, Classics
T. C. Pocklington, Political Science
R. A. Shiner, Philosophy
E. N. Yates, Art and Design
D. E. Young, Anthropology

Executive Nominations for Election to 3 Vacant Seats (1 from the Fine Arts/Humanities and 2 from the Social Sciences
R. G. Moyles, English
E. Mozejko, Comparative Literature

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L. E. Larson, Sociology
D. J. Moss, History
V. Salyzyn, Economics

* The Executive Committee and the Canadian Studies Committee jointly recommend that the coordinator of Canadian Studies 400 be made an *ex officio* member of the CSC. Professor Jackel is the present coordinator.

** The Dean recommends that the Language Director (an administrative appointment) be an *ex officio* member of the East Asian Studies Committee.

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE: AUGUST 1979

The following material has been examined by the Committee and is recommended for Council's approval and inclusion in the 1980-81 Calendar. Where specified, it is proposed that some of the new courses and course changes be implemented in 1979-80.

1. ANTHROPOLOGY

New Course

ANTHR 461. Theory in Social Anthropology. *6 (3-0-0). A comparative examination of several contemporary social anthropological theories of the structure of society including functionalism, adaptation-evolutionary theory, structuralism, and Marxism. Prerequisite: ANTHR 202 or 307, or consent of the Department.

Note: The above proposal is a revision of the May 1979 submission (the latter having been deferred by Council pending further consultation between the Departments of Anthropology and Sociology).

2. ART and DESIGN

44.4 Add to the general note at the head of the course listings the following separate paragraphs:

Students enrolled in a B.A. (Special) or B.A. (General) program with their principal subject of concentration in Art may elect to take INT D 300 as either an Arts option or as one of the courses for credit within the requirements of the principal subject.

Students enrolled in the B.F.A. (Art and Design) program may elect to take INT D 300 as an Arts option only.

3. CANADIAN STUDIES

A. New Course

CANST 300. The Politics of the Arts in Canada. *6 (3-0-0). A comparative study of the public and private cultural organization and its effect on the development of the arts in Canada. Prerequisite: ART H 304/354, or DRAMA 303/403, or consent of the Programme Chairman.

B. Course Change

CANST 301. Regional Perspectives in Canadian Intellectual Development. Add to the list of selective prerequisites: English 364 and Economics 318/319 (so that the listing will now read, in part: 1) English 384 or two of ENGL 364, 367, 369, 370, 371, 2) Economics 316/317, 318/319).

4. CLASSICS

A. New Courses

ARAB 100. Introductory Arabic. *6 (3-0-2). Pronunciation and grammar of classical Arabic from the Qur'an.

HEB 100. Introductory Hebrew. *6 (3-0-2). Basic grammar of classical Hebrew and selected readings from the documents of the Pentateuch.

Note: ARAB 100 and HEB 100 represent the combined requests of the Departments of Classics and Religious Studies for the introduction of Arabic and Hebrew beginning with the 100-level courses in 1980-81 and allowing for a suitable progression (subject to enrolment) through three full years. The Calendar Committee recommends that consideration of ARAB 300/400 and HEB 300/400 (Intermediate/Advanced Arabic and Hebrew) be

CLASSICS (cont.)

deferred, pending a review of the 1980-81 experience with the 100-level courses.

B. Course Change

CLASS 201. Literature of Greece and Rome. Change description to read: An introductory survey in English translation of Greek and Latin literature in its social, artistic and cultural background. A limited number of major works, representing the most important genres, will be studied.

5. COMPARATIVE LITERATURE

A. New Courses

C LIT 341. Extrinsic Approaches to Literature I. *3 (either term, 3-0-0). Designed to demonstrate, from a literary point of view, the use of extrinsic approaches in the study of literature; the nature of the course is introductory. It will examine such relations as literature and psychology, society and the other arts. Prerequisite: C LIT 200 or 300, or ENGL 200 or equivalent. Note: Formerly part of C LIT 340.

C LIT 342. Extrinsic Approaches to Literature II. *3 (either term, 3-0-0). Designed to demonstrate, from a literary point of view, the use of extrinsic approaches in the study of literature; the nature of the course is introductory. It will examine such relations as literature and psychology, society and the other arts. Prerequisite: C LIT 200 or 300, or ENGL 200 or equivalent. Note: Formerly part of C LIT 340.

C LIT 344. The Forms and Analysis of Narrative. *3 (First Term, 3-0-0). A systematic survey of the main components of narrative with the major emphasis placed on Continental theories. Prerequisite: ENGL 200 or equivalent.

C LIT 345. The Forms and Analysis of Poetry. *3 (Second Term, 3-0-0). The elements and levels of the poetic text with the major emphasis placed on Continental theories. Prerequisite: ENGL 200 or equivalent.

C LIT 358. Introduction to the Study of Themes and Motifs I. *3 (either term, 3-0-0). The study of selected international themes and motifs, their origin and their literary development. Prerequisite: C LIT 200, or ENGL 200 or equivalent. Note: Formerly part of C LIT 360.

C LIT 359. Introduction to the Study of Themes and Motifs II. *3 (either term, 3-0-0). The study of selected international themes and motifs, their origin and their literary development. Prerequisite: C LIT 200, or ENGL 200 or equivalent. Note: Formerly part of C LIT 360.

B. Course Changes

C LIT 362. International Movements in Contemporary Literature. Delete from the prerequisite: reading knowledge of one relevant language other than English.

C LIT 460. Literature and the Theatre. Change number to 354. Delete the prerequisite.

C LIT 464. Literature and Music. Change number to 375. Delete from the prerequisite: Reading knowledge of one relevant foreign language.

COMPARATIVE LITERATURE

Course Changes (cont.)

C LIT 465. Literature and Society. Change number to 365. Delete the prerequisite.

C LIT 470. Psychological Theories in the Explication of Literature. Change number to 370. Delete the prerequisite.

C. Course Cancellations

C LIT 340. Extrinsic Approaches to Literature. *6 (3-0-0).

C LIT 360. Introduction to the Study of Themes and Motifs. *6 (3-0-0).

6. DRAMA

A. New Courses

DRAMA 359. Techniques of Improvisational Production. *3 (First Term, 0-6L-0). Practice in the preparation of improvisational theatre. Prerequisites: DRAMA 251, and DRAMA 253 or DRAMA 323 or consent of the Department. Note: Formerly part of DRAMA 352.

DRAMA 459. Improvisational Production. *3 (Second Term, 0-6L-0). Form and content in improvisational theatre. Prerequisite: DRAMA 359 or consent of the Department. Note: Formerly part of DRAMA 352.

DRAMA 552. Collective Theatre. *6 (0-8L-0). The collective preparation and public presentation of improvisational theatre. Prerequisite: DRAMA 459 and/or consent of the Department. Note: Not to be taken by students with credit in DRAMA 452.

B. Course Changes

DRAMA 293. Production Lab I B. Change hours to read: 0-0-3. Delete: Second Term. Add Note: A single-term course offered over the full session.

DRAMA 323. Improvisation and Youth Theatre. Change hours to read: 0-6L-0.

C. Course Cancellations

DRAMA 352. Improvisational Production. *6 (0-4L-0).

DRAMA 452. Improvisational Theatre. *6 (0-8L-0).

7. ECONOMICS

A. New Course

ECON 418. Canadian Economic Development. *3 (either term, 3-0-0). Introduction to "new economic history," emphasizing the methodology of quantitative economic history research. Prerequisite: ECON 381 and ECON 316 or 318 or consent of the Department.

B. Course Changes

ECON 323. International Economics.
ECON 531. Labor Economics I.
ECON 532. Labor Economics II.
ECON 570. Industrial Economics I.
ECON 571. Industrial Economics II.

} Change term to read: either term.

ECON 507. Econometrics I. Change prerequisites to read: ECON 395/396 or equivalent; MATH 202/221; Corequisite: ECON 486.

ECON 514, 522, 541, and 608. Delete Prerequisite: Consent of the Department.

ECON 552. Delete from the prerequisite: or consent of the Department.

44.12.3 Honors and Graduate Courses. Insert Note: The consent of the Department is required for all of the following courses.

8. GEOGRAPHY

A. Course Change

GEOG 424. Resource Conservation. Change weight from *6 to *3. Change term to read: Second Term. Delete the existing prerequisite. Change description to read: Conservation and modern environmentalism as frameworks for describing, understanding, and coping with problems of resource scarcity and environmental quality. (Students are recommended but not required to take GEOG 364 in preparation for this course.)

B. 43.11.1 Honors in Geography

Paragraph two. Change the last sentence to read: In addition, a minimum grade of 6 must be obtained in all Geography courses, and in any other course which is explicitly required by the Department.

First year

Delete: Statistics 255. Substitute: Statistics 241 or equivalent.
Delete: Option. Substitute: One and a half options.

9. HISTORY

A. Course Information

HIST 316. The History of Ukrainians in Canada. Insert: *3 (either term, 3-0-0).

B. Course Cancellations

HIST 474. Topics in the History of Canada, 1867-1914. *3 (either term, 0-3s-0).

HIST 475. Topics in the History of Canada since 1914. *3 (either term, 0-3s-0).

10. INTERDISCIPLINARY

New Courses

INT D 301. The Hollywood Film. *6 (3-0-3). A survey of the American feature film from the silent era to the present. Prerequisite: INT D 300.

INT D 401. Film Theory and Criticism. *3 (either term, 3-0-0). Investigation of the problems of understanding and evaluating film. Includes close analysis of film extracts in class. Prerequisite: INT D 300.

11. LINGUISTICS

A. Course Changes

LING 382. Modern English Grammar II. Change title to read: Modern English Syntax. Change term to read: either term. Change prerequisite to read: LING 303.

LING 405. Historical Linguistics I.
LING 414. Field Methods.
} Change prerequisite to read: LING 303.

LING 497. Topics in Language Analysis I.
LING 498. Topics in Language Analysis II.
} Change prerequisites to read: LING 303 and 382.

B. Course Cancellation

LING 381. Modern English Grammar I. *3 (First Term, 3-0-0).

C. 43.14.1 Honors in Linguistics

Second year

Delete: Linguistics 301/302. Substitute: Linguistics 303/304.
Delete: 381. Insert (after 382): 416.

LINGUISTICS

43.14.1 Honors in Linguistics (cont.)

Third year. Insert (after 414): 420.

12. MATHEMATICS

43.15.1 Honors in Mathematics. Revise statement to read:

The B.A. Honors in Mathematics is a flexible program. The student can design the degree for a general liberal education or for a specific career.

The Department also offers three different B.Sc. programs with Honors in Mathematics. (See §183.13.1)

First year: Mathematics 207-208, Mathematics 281-282 or 281-381, English 200 or equivalent, two options.

Second year: Mathematics 307-308, Mathematics 282 or 381, one term Mathematics option, three options.

Third and fourth years: Mathematics 495, Mathematics 442-443, Mathematics 405-406, Mathematics 409-410, Mathematics 425 or 427-428, five options.

Of the ten options, at least seven must be in Arts and at least one must be in a laboratory science. Note that the Faculty allows at most seven junior (200-level) courses. A student should consult the Department of Mathematics as soon as possible for specific suggestions on options in a program.

Each program must be approved by the Honors Committee of the Department. Lists of Mathematics and Statistics courses with their descriptions appear in §184 of this calendar. For Faculty requirements see §43.1.1.

13. MUSIC

A. Course Changes

MUSIC 200. Rudiments of Music. Change description to read: Fundamentals of music theory approached through aural and written training. Note: Not open to B.Mus. students.

MUSIC 250. Elementary Harmony.
MUSIC 251. Elementary Aural Skills.
Add after the word Placement: and Aural Skills.
Change the word Examination to: Examinations.

MUSIC 430. Vocal Coaching. Change description to read: Coaching of vocal repertoire for individuals and ensembles.

B. 43.1.12.6 Applied Music, Keyboard

Insert after the first paragraph:

Candidates specializing in vocal accompanying/coaching must attend no less than one hour per week of Music 430/530 in the third and fourth years, and are encouraged to take a course in two of the following languages: French, German, Italian.

Candidates specializing in organ are not required to enrol in Music 428, 429, 528, 529, but are required to complete Music 427 and 531.

Third year

Insert after 428: (required in vocal accompanying specialization).
Insert after 429: (required in chamber music specialization).

Fourth year

Insert after 528: (required in vocal accompanying specialization).
Insert after 529: (required in chamber music specialization).

14. PHILOSOPHY

New Courses

PHIL 385. Ethical Theory and Business. *3 (either term, 3-0-0). A philosophical approach to questions of business ethics. Topics covered include economic justice; social and environmental responsibility of corporations; conflict of interest; conflicts between rights and profits.

PHIL 386. Philosophy and Medicine. *3 (either term, 3-0-0). A philosophical examination of concepts and issues central to medical knowledge and practice. Emphasis on topics such as: rights and responsibilities of patients and medical personnel, passive and active euthanasia, abortion, medical research and experimentation, disclosure of diagnosis and risks, death and suffering.

15. POLITICAL SCIENCE

New Courses

POL S 328. Elements of Public Administration. *3 (either term, 3-0-0). Topics include government organization, budgets, policy-making, and democratic control and accountability. The focus is on Canada, but other countries are also considered.

POL S 528. The Politics of Public Administration. *3 (either term, 3-0-0). Prerequisite: POL S 425 or consent of the Department.

16. PSYCHOLOGY

A. New Courses

PSYCO 543. Social and Personality Development. *3 (Second Term, 3-0-0). Theory and research on social and personality development, including topics such as social learning processes, sex typing, and social-cognitive development.

PSYCO 622. Special Topics in Developmental Psychology. *3 (First Term, 3-0-0).

PSYCO 623. Topics in Developmental Psychology. *3 (Second Term, 3-0-0).

B. Course Change

PSYCO 584. Seminar in Personality Theory. Change prerequisite to read: PSYCO 383 or consent of the Department.

17. RELIGIOUS STUDIES

A. New Courses

RELIG 406. The Madhyamika. *3 (either term, 3-0-0). A study in depth of the religious philosophy of Nagarjuna.

RELIG 407. The Vedanta. *3 (either term, 3-0-0). A study in depth of the religious philosophy of Shankara and his followers.

RELIG 481. Directed Reading in Religious Studies. *3 (either term, 3-0-0).

RELIG 482. Directed Reading in Religious Studies. *3 (either term, 3-0-0).

Note: RELIG 481 and 482 are recommended for introduction in 1979-80.

B. Course Cancellations

RELIG 301. Introduction to the Religious Culture and Civilization of India. *6 (3-0-0).

RELIG 313. The Religions of India Through Art. *3 (either term, 3-0-0).

RELIGIOUS STUDIES

Course Cancellations (cont.)

RELIG 411. A Comparative Study of Man in the World Religions. *3 (either term, 3-0-0).

18. ROMANCE LANGUAGES

A. New Courses

SPAN 501. Teaching Strategies for the Instruction of Spanish. *0 (First Term, 1-1-0). Note: This course is open only to Graduate Assistants in Spanish.

SPAN 690. Problems of Criticism in Hispanic Literatures. *3 (either term, 3-0-0) or *6 (3-0-0).

B. Course Changes

FREN 330. Introduction to "explication de texte" and "dissertation litteraire." Change title to read: Introduction to the Close Study of French Literary Texts.

FREN 340. Composition and Advanced Conversation. Change title to read: Composition, Grammar and Advanced Conversation. Change description to read: Development of writing skills through practice in prose composition. Intensive study of grammar. Advanced conversation based on a survey of selected texts.

Note: The introduction of SPAN 501 and the changes in FREN 330 and 340 are recommended for implementation in 1979-80.

19. SLAVIC LANGUAGES

New Course (approved by Arts Council, May 1979)

UKR 650. Topics in Ukrainian Folklore. Change number to 631.

20. SOCIOLOGY

A. New Course

SOC 362. Comparative Societies. *3 (either term, 3-0-0). An introduction to comparative sociology with attention to theoretical and methodological issues, and substantive problems in various kinds of societies. Prerequisite: SOC 202 or 403 or consent of the Department.

Note: The above proposal is a revision of the May 1979 submission (the latter having been deferred by Council pending further consultation between the Departments of Anthropology and Sociology).

B. Course Change

SOC 311. Statistics and Social Research. Delete Note: Accepted as a science course in B.A. programs.

Respectfully submitted,

E. Reinhold,
Chairman.

COURSES OFFERED BY ST. JOSEPH'S COLLEGE

Arts Faculty Council on May 15, 1979 tabled the following recommendation of the Course and Calendar Change Committee (the tabling motion being designed to expedite the business of Council):

> THAT the word "Catholic" be substituted for "Christian" in the titles of the existing courses PHIL 219 Foundations of Christian Philosophy, and Phil 301 Development of Christian Philosophy, AND THAT, where applicable, this clarifying amendment be applied to the titles and descriptions of all courses offered under the aegis of St. Joseph's College.

In the interim and with a view to providing some kind of focus for the forthcoming August debate, the Calendar Committee was asked by Dean Baldwin to apply the above recommendation to the individual course offerings of St. Joseph's College. The Committee's response is recorded below.

	Calendar Committee Comment
CHR T 266. The Beginning of the Church. *3 (First Term, 3-0-0). A study of the early Christian Church, with special attention to the Acts of the Apostles, the earliest proclamation of the Christian Faith, the formation of the Gospels, Paul's teaching on the Christian life.	The use of the terminology "Christian" seems appropriate, given the particular historical period.
CHR T 272. Introduction to Catholic Moral Thought. *3 (either term, 3-0-0). The role of reason, Sacred Scripture, tradition, the Church, and individual freedom and responsibility in the formation and exercise of conscience. CHR T 344. Catholicism: Late Middle Ages to Modern Times. *3 (Second Term, 3-0-0). The history of the Church, its beliefs and theology, its struggle with reformers and nation states, from the days of schism to ecumenism.	The use of the terminology "Catholic" and "Catholicism" seems appropriate.
CHR T 346. The Churches in Europe in the 19th Century. *3 (First Term, 3-0-0). Major Christian denominations in Europe from the French Revolution to 1900. Their struggle with revolution, secularism, liberalism, nationalism, and scientism, the Papal States, problems of biblical authority, the crisis of faith, missionary expansion, spiritual phenomena. Reference is made to Anglican, Catholic, and Protestant Churches. CHR T 347. The Churches in Europe in the 20th Century. *3 (Second Term, 3-0-0). The Churches, socialism, anti-semitism, the dilemma of war; the rise of totalitarianism: fascism, nazism, communism; zionism and the holocaust; post-war theologies of politics and pluralism. Emphasis on Catholic, Lutheran and Orthodox churches.	The use of the terminology "Christian" in the broad context seems appropriate; there is specific reference in the description to a discussion of churches other than Catholic.
CHR T 349. Christianity and Social Justice. *3 (Second Term, 3-0-0). Examines particular problems of social justice in the world and in Canada and the alternative solutions offered by contemporary thinkers from a Christian point of view. This course includes Christian social thought, Christian pacifism, theology of politics.	More information is needed. It is not clear whether CHR T 349 involve a discussion of Christianity in the broad context, or whether it is a course on Catholicism.

	Calendar Committee Comment
CHR T 351. The Christian Meaning of Sex and Marriage. *3 (either term, 3-0-0). The sexual revolution and its relevance for sexual ethics; pre-marital sex; marriage breakdown and divorce; sex as a human reality; Christian meaning of marriage. CHR T 352. Medical-Moral Problems. *3 (either term, 3-0-0). Christian reasons for valuing life; examination from a Christian perspective of euthanasia, abortion, genetic research, sterilization, reproductive technologies, medical experimentation; rights of patients.	The Committee recommends that "Catholic" be substituted for "Christian" in the course title and/or description.
CHR T 362. Theological Sources. *3 (either term, 3-0-0). Theology, as a science, resorts to its basic source, Scripture. An examination of the thought of Christian theologians reflecting on the sources of revelation. Emphasis on the contribution of Christian writers and theologians to the Christian theological heritage. CHR T 364. Dimensions of Christian Faith. *3 (either term, 3-0-0). A study of Christian faith as a human and religious problem. Biblical views on faith will be examined as well as diverse interpretations of faith within the Christian tradition. Particular problems to be studied: the relationship between faith experiences and human experiences as such; the relationship between authority and freedom; individual faith and the faith of a community; faith and culture; the possibility of Christian faith today.	More information is needed. It is not clear whether CHR T 362 and 364 involve a discussion of Christianit in the broad context, or whether they are courses on Catholicism.
CHR T 366. New Testament Themes. *3 (either term, 3-0-0). A study of the meanings attributed to Jesus Christ in the New Testament. The problem of the formation of the Gospels will be examined and particular attention given to the images of Jesus Christ presented by the principal authors of the New Testament. Efforts to relate the Biblical Christ to contemporary culture will also be studied.	The May 1979 resolution is not applicable in this instance.
CHR T 370. Contemporary Theology of the Catholic Church. *3 (First Term, 3-0-0). What does it mean to be a Catholic Christian in the modern world? What is expected of the Christian? What is the Christian? What is the Christian to become? A study of contemporary ecclesiological themes, in light of the needs of modern man and modern youth.	The Committee recommends that the terminology "Catholic Christian" be used throughout the course description.
CHR T 372. The Eucharist in Christian Worship. *3 (Second Term, 3-0-0). A theological study of the development of Catholic liturgy from the Jewish foundation to the present day. A study of the Eucharist both as a sacrifice and as sacrament. Contemporary theological developments in the liturgy both in theory and practice.	The Committee recommends that "Catholic" be substituted for "Christian" in the course title.
CHR T 374. Great Minds of Early Christianity. *3 (First Term, 3-0-0). Developments in Christian thought during the period of the Apostolic Fathers. Formulation of the creeds. Early encounters of	The use of the terminology "Christian" and "Christianity" seems appropriate, given the particular historical period.

	Calendar Committee Comment
Christianity with the philosophical and religious thought of the ancient world.	
CHR T 376. The Evolution of Christian Thought. *3 (Second Term, 3-0-0). An historical survey of the evolution of Catholic thought with emphasis on the readings of some of the great Christian thinkers.	The Committee recommends that "Catholic be substituted for "Christian" in the course title and description.
CHR T 379. Theology and Liturgy of Eastern Christian Churches in Communion with Rome. *3 (either term, 3-0-0). An introduction to the theology and liturgy of Eastern Christianity with special attention to the Ukrainian Church.	Council in May 1979 approved the addition to the course title of the phrase "in communion with Rome," for purposes of clarification.
CHR T 380. Catechetics I. *3 (either term, 3-0-0). Problems which catechetics faces today, with emphasis on the analysis of basic religious experience in the meeting of God and man in Scripture, in Christ, liturgy and doctrine.	The May 1979 resolution is not applicable to these courses.
CHR T 381. Catechetics II. *3 (second Term, (3-0-0). Brief survey of the history of catechetics and of contemporary schools of catechetics. An analysis of religious experience and contemporary secularization, and of religious experience and the witness of the individual in moral life.	
PHIL 217. An Introduction to Catholic Philosophy. *3 (either term, 3-0-0). A study of early Christian thinkers' use of Greek philosophy, especially St. Augustine's adaptation of Platonism and St. Thomas Aquinas' adaptation of Aristotle.	The existing description seems appropriate.
PHIL 218. Current Questions in Catholic Philosophy. *3 (either term, 3-0-0). A philosophical analysis from a Catholic point of view of some recent philosophical positions. The main problem to be looked into will concern God, soul, truth, and goodness.	
PHIL 219. Foundations of Christian Philosophy. *3 (either term, 3-0-0). A study of Greek Philosophy and Hebrew Culture, with development of themes concerning man, human knowledge, nature and ethics in the general thrust of Christian Philosophy. [Note: This course will be renumbered PHIL 300 in the 1980-81 Calendar.]	The Committee recommends that "Catholic" be substituted for "Christian" in the course title and the description.
PHIL 301. Development of Christian Philosophy. *3 (either term, 3-0-0). A study of the thought of the Christian Fathers, especially Augustine, and of Thomas Aquinas with emphasis on logic and metaphysic.	
PHIL 302. Philosophy of Man. *3 (either term, 3-0-0). A study of man: his organic existence, his knowledge, his intellectual and emotional love.	The May 1979 resolution is not applicable to this course.

	Calendar Committee Comment
PHIL 303. Man in Society. *3 (either term, 3-0-0). A study of the person in relationship with others: the notions of law, right, duty, community. PHIL 304. Philosophy of Being. *3 (either term, 3-0-0). The metaphysics of Thomas Aquinas: being, one, true, good and beauty. Also modern developments and criticism of metaphysics.	The May 1979 resolution is not applicable to these courses.
PHIL 305. Ethics in Christianity. *3 (either term, 3-0-0). A philosophic analysis of the roots of contemporary ethics in the Christian tradition.	More information is needed. It is not clear whether PHIL 305 involves a discussion of Christianity in the broad context, or whether it is a course on Catholicism.
PHIL 401. Augustine. *3 (Second Term, 3-0-0). A study of the Christian Platonism of St. Augustine.	The existing description seems appropriate.

ST. JOSEPH'S COLLEGE
THE UNIVERSITY OF ALBERTA
EDMONTON, ALBERTA
T6G 2J5

RE: PROPOSED CHANGES

August 16, 1979

St. Joseph's College opposes changing "Christian" to "Catholic" as proposed in the recommendation of the Course and Calendar Committee:

1) St. Joseph's College does not agree with the sudden need for a change in nomenclature. The College has used, and the University has given it the designation "Christian" since the College's start in 1926. Hence the general designation, for example, of "Christian Theology".

   Students who take courses at the College are perfectly well aware that it is also a "Catholic" College, meaning that the Arts courses taught there in philosophy, theology, and history are taught in such a way that the Catholic point of view is always represented together with other points of view.

2) The imposition of the word "Catholic" in titles and descriptions of courses where this designation is not present is an unacceptable narrowing of focus. The College indicates very clearly in its course listings when it desires to teach courses restricted to "Catholic" subject matter. For example:

   ChrT 272 Introduction to Catholic Moral Thought

   ChrT 344 Catholicism: Late Middle Ages to Modern Times

   ChrT 370 Contemporary Theology of the Catholic Church

   When the College employs the term "Christian" it indicates that the subject matter includes Christian points of view not exclusively Roman Catholic (for example: Christianity and Social Justice). When it employs neither Catholic nor Christian in the title, it does so because the subject matter does not take its origins from a religious source. For example: Medical Moral Problems. When the description adds "Christian" as it does in this case (Christian reasons for valuing life) it says exactly what it means to say, namely Christian, not just Roman Catholic.

3) Finally, the College objects to the historically inappropriate use of Catholic when what is meant is Christian. As everyone knows, the most prevalent use of the term 'Catholic' today is as opposite to 'Protestant'. This usage is unknown during the first 1500 years of Christianity. Consequently, it is inappropriate to use the term 'Catholic' for courses which fall within this time period. Even a quick glance at book titles of leading authors will confirm this, titles such as J. N. D. Kelly, Early Christian Creeds; L. Duchene, Christian Worship: Its Origin and Evolution; Ulathorn, Christian Charity in the

...

Ancient Church; Armstrong and Markus, Christian Faith and Greek Philosophy; E. Gilson, The Christian Philosophy of St. Thomas Aquinas. We, therefore, cannot agree with the suggestion that changes be made in titles such as

ChrT 372 The Eucharist in Christian Worship or

ChrT 376 The Evolution of Christian Thought.

We cannot agree because such a change is professionally unacceptable.

4) With the above in mind, it is important, therefore, that Phil 217 not be entitled Introduction to Catholic Philosophy (A Study of early Christian thinkers' use of Greek Philosophy) but rather Introduction to Christian Philosophy. We request that this change be accepted by Council.

A. de Valk
Principal

AdeV:js

ARTS FACULTY COUNCIL

Minutes of Meeting of April 22, 1980

2:00 - 4:30 p.m.

PRESENT: B. R. Abu-Laban (Chairman), S. M. Abu-Laban, R. F. Anderson, S. H. Arnold, F. D. Blackley, W. A. Blanchard, R. J. Buck, D. J. C. Carmichael, R. J. Chenier, R. P. Cirillo, C. K. A. Colter, L. W. Conolly, L. D. Cook, W. E. Cooper, L. H. Craig, J. J. Creechan, J. A. Creore, D. Cullen, P. A. Demers, A. de Valk, D. B. Dewitt, J. L. Dixon, C. Q. Drummond, E. Egert, F. C. Engelmann, N. Fetterman, K. A. Fettig, A. J. Fisher, L. T. Fitz, J. F. Forrest, J. D. Frascara, H. Garfinkle, M. A. Gillies, M. L. Grayson, R. Gruhn, B. L. Harris, C. Hattersley, D. H. Haynes, R. R. Hett, C. G. Hickey, C. W. Hobart, K. A. Ivany, D. A. Jackel, M. Jendyk, D. C. Johnson, H. J. Jones, G. D. Kelly, H. P. Liebel-Weckowicz, B. Linsky, J. C. MacKenzie, D. T. Marriott, G. S. McCaughey, L. N. McKill, R. E. McKown, J. S. McMaster, B. J. Mitchell, C. H. Moore, M. A. Morgan, D. J. Moss, E. P. Murray, J. M. Nering, R. M. Nielsen, M. S. Noorzoy, D. R. Owram, N. J. Parker-Jervis, C. T. Peacocke, R. H. M. Plain, T. C. Pocklington, T. L. Powrie, G. D. Prideaux, T. M. S. Priestly, S. M. M. Qureshi, F. L. Radford, E. Reinhold, P. A. Robberecht, B. L. Rochet, M. T. Roeder, A. A. Ropchan, V. Salyzyn, B. L. Scarfe, R. A. Shiner, R. Silvester, O. F. G. Sitwell, R. C. Smith, R. A. Sydie, U. Trumpener, F. P. Van De Pitte, M. M. Van De Pitte, L. M. Wankel, E. H. Waugh, T. H. White, M. D. Wilkie, H. E. Wilson, J. R. Wilson, T. Yedlin, G. Marahrens.

1. Minutes of Arts Representative Council Meeting of February 19, 1980

On a motion by Professor Creore, seconded by Professor Smith, the Minutes were adopted as circulated (the vote being restricted to members of Arts Representative Council who were present at the February 19 meeting).

2. Executive Committee Reports

Members had before them the report of the Executive Committee meetings of February 28 and April 1, 1980 (a copy of which is attached to the official Minutes). In addition, Dean Abu-Laban read into the record the report of the April 17 meeting of the Executive (items 2.1-2.3 below).

2.1 Nominations for Election to Board of Governors

There is provision for two members of the full-time academic staff on the Board of Governors, one of whom will complete his three-year term in June 1980, namely Professor B. L. Evans of the Department of History (the continuing member being Professor R. J. Crawford of the Department of Chemistry). GFC having requested that Faculties submit nominations for a university-wide election slate by April 18, the following were named by the Executive (the nominations being in accord with procedures approved by AFC in August 1978):

M. V. Dimic, Department of Comparative Literature
R. M. Nielsen, Department of Classics.

2.2 Nominations for Election to Search Committee for Vice-President (Research)

Two members elected by and from the full-time academic staff will serve on the Search Committee. GFC having requested that Faculties submit nominations by April 18, the following were named by the Executive (the procedure being analogous to the one that was used in nominating Faculty members for election to the Board of Governors):

R. E. McKown, Department of Political Science
R. A. Shiner, Department of Philosophy
U. Trumpener, Department of History.

[illegible]

[illegible]

[illegible]

[illegible]

1. [illegible]

2. [illegible]

2.1 [illegible]

[illegible]

2.2 [illegible]

[illegible]

2.3 Film Committee Chairmanship

The Executive received and ratified on behalf of Council the Film Committee nomination of Professor A. A. Carlson of the Department of Philosophy to serve as its chairman effective June 1, 1980 (replacing Professor E. P. Murray of the Department of Political Science).

It was moved by Professor Nielsen, seconded by Professor Hobart,

> THAT the Executive Committee Reports be approved by Council, excepting item 3 of the first report (which was removed for separate consideration).

Motion carried.

The individual item was then put to Council on a motion by Miss Gillies, seconded by Professor Engelmann,

> THAT the President of the Arts Undergraduate Students' Association be made an *ex officio* member of Arts Council.

Motion carried
(subject to ratification by GFC).

3. Slate for Election of Executive Committee Replacements

In accord with established procedures, the Council of Department Chairmen drew up a list of eight candidates, all of whom were willing to stand for election to fill two seats on the Executive Committee (replacing Professor L. T. Fitz of the Department of English, who is going on leave, and Professor R. C. Macleod of the Department of History, who is approaching the end of his three-year term). The slate was automatically before Council:

Fine Arts/Humanities (1 to be elected)
S. H. Arnold, Department of Comparative Literature
F. F. Bueckert, Department of Drama
B. L. Rochet, Department of Romance Languages
J. Sybesma-Ironside, Department of Art and Design

Social Sciences (1 to be elected)
K. H. Norrie, Economics
D. R. Owram, History
S. M. M. Qureshi, Political Science
P. Swartz, Psychology.

It was moved by Professor Hobart, seconded by Professor Marahrens,

> THAT nominations cease.

Motion carried
(election by Faculty-wide mail ballot).

4. Report of Executive Subcommittee on Scrutiny of Teaching

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Council was reminded by Dean Abu-Laban of a series of resolutions passed by GFC in January 1979, including (among others) the following recommendations:

> THAT copies of the Report of the GFC Committee for the Improvement of Teaching and Learning entitled "Procedures for Evaluating Instruction in a University Setting" be made available to all teaching personnel for their information;

> THAT the greatest possible discussion of the issues in the report be encouraged at the departmental level;
>
> THAT since evaluation of instruction is primarily a Faculty responsibility, any decision or recommendation concerning the specifics of such evaluation be left to individual Faculties.

Dean Abu-Laban added that the report now before Arts Council arose out of the May 1979 recommendations of the Faculty *ad hoc* Committee on the Annual Report Form, Council have referred to the Arts Executive a number of problems of a general nature identified in that report including the *ad hoc* committee reference to "the difficulty, under present arrangements, of obtaining hard evidence of the quality of teaching." It was the Executive's view that the central issue in any discussion of the scrutiny of teaching was likely to be the data gathering process, the latter involving some assurance that the individual assessments would be carried out in a meaningful and equitable way, both within and across departments. The Executive decision was therefore to focus on the methods for scrutiny of teaching. A special subcommittee was struck to prepare a position paper for Council's consideration, and the FSPC was also consulted in the preparation of the document.

Dean Abu-Laban having concluded his introductory remarks, Professor Hobart, the convenor of the subcommittee, drew Council's attention to the six general principles identified in the report:

1. Departmental Autonomy
2. Multiple Criteria [Note: The subcommittee recommended that the criteria to be used in formal assessment procedures be all of the existing assessment criteria which chairpersons in the Arts Faculty are required to apply in assessing the teaching of individual professors. The Assessment Criteria were incorrectly identified in the subcommittee report as being part of the "Board - A.A.S.U.A. Agreement." They are in fact internal Faculty criteria.]
3. Student Input
4. Protection of Student Anonymity
5. Cross Faculty Comparability
6. Self Assessments.

Professor Hobart then moved, seconded by Professor Fitz,

> THAT the Report of the Executive Subcommittee on Scrutiny of Teaching be approved by Council.

Discussion was initiated by Professor Kelly, the current chairman of the GFC Committee for the Improvement of Teaching and Learning, who advised Council that the CITL would shortly be submitting another report to GFC including (among others) a recommendation that some form of newsletter be established, say, for example, an insert in Folio, to communicate to all members of the University information on procedures for the evaluation of teaching. The CITL had also addressed the question of remediation, in terms of a proposal for a pilot program for instructional development. In light of the foregoing information, Professor Kelly suggested that Council consider not only the subcommittee recommendations for the evaluation of teaching, but also the larger question of methodical and

systematic ways of improving teaching, and that the discussion take into account the distinction between assessment for the improvement of teaching and assessment for the application of rewards or sanctions.

The debate on the subcommittee statement of general principles was confined, for the most part, to the recommendation regarding protection of student anonymity (p.2, rec.4 of the report):

> It is essential that the procedure adopted for obtaining assessments include carefully-devised procedures for ensuring that the anonymity of the individual student assessors is safeguarded when their opinions are passed on to relevant instructors. Under no circumstances should student assessments be forwarded to relevant instructors prior to submission of final course grades.

In the course of the discussion it was noted that the recommendation called for student input at the end of the term, but that some students might prefer to submit their comments, say, at mid-term, so that problems could conceivably be resolved during their period of enrolment in a given course. It was also pointed out that the language of the recommendation suggested a concern for objectivity on the part of the course instructor, but that there was also the question of the objectivity of the student assessor. Some members argued in favour of signed student assessments, on the grounds that this procedure ensured a more responsible reaction to a teaching performance. In light of that argument, an amendment was moved by Professor S. Abu-Laban, seconded by Professor Sydie,

> THAT the second sentence of the recommendation on the protection of student anonymity be revised to read: Student assessments should be signed, but under no circumstances should student identification be made to the instructor, nor should student assessments be forwarded prior to the submission of final course grades.

Other members argued that the signing of the student assessment was not crucial; that if the student input was responsible it would be taken seriously, but that if it was frivolous it would be dismissed. They argued that the central issue was the safeguarding of student anonymity; that there are wide variations in class sizes; that anonymity was likely to be a more critical issue in small departments, and that the problem should be resolved by individual departments.

Amendment defeated.

A question was then raised whether the protection of student anonymity should be left entirely to departmental discretion. There was also a suggestion of the need for further clarification of the subcommittee recommendation, it being noted that the first sentence stipulated that "anonymity of individual student assessors [be] safeguarded when their opinions are passed on to relevant instructors," but that the second sentence suggested that signed questionnaires could in fact be given to the instructor after the final grade. In light of these comments, an amendment was moved by Professor Hobart, seconded by Professor J. R. Wilson,

> THAT the second sentence of the recommendation on the protection of student anonymity be revised to read: Under no circumstances should signed student assessments be forwarded to relevant instructors.

Amendment carried.

The question was then put on approval of the subcommittee report, as amended.

Motion carried.

Council then addressed itself to the matter of implementation of the report. It was moved by Professor Hobart, seconded by Miss Ivany,

> THAT departments be instructed to draw up a procedure for their own department by March 1, 1981.

Motion carried.

> Note: The force of the motion is that departmental procedures be available for use by the end of the 1980-81 academic year. However, it does not preclude the establishment of the procedures in advance of that date.

It was then moved by Miss Gillies, seconded by Professor Nielsen,

> THAT a Faculty standing committee be established to coordinate the implementation of departmental scrutiny of teaching mechanisms, and that there be student representation on that committee.

However, Council was asked to consider whether the purpose of the motion might be met more effectively in terms of an *ad hoc* committee. The status of the committee involved the question whether its sole function should be the immediate issue of the implementation of the Faculty-approved procedures for the scrutiny of teaching, or whether it should also address some of the other issues raised in Council, including the long-range issue of the improvement of teaching. Accordingly, a motion to refer was moved by Professor Creore, seconded by Professor Buck,

> THAT the matter of a Faculty committee and its terms of reference be referred to the Executive, for consideration and recommendation at the next meeting of Council (May 16, 1980).

Motion carried.

5. Review of Annual Report Form

Members were reminded by Dean Abu-Laban that Arts Council in May 1979 approved, with some amendments, a proposal for revision of the Annual Report Form, the revised form having been accepted for the purposes of the year of record 1978-79, and on the understanding that there would be another opportunity to review the document in May 1980. Dean Abu-Laban reported that the Faculty experience with the May 1979 document was generally satisfactory, but that there were nevertheless some suggestions for further revision of the report form, and these were incorporated into the proposal now before Council (a copy of which is attached to the official Minutes). The Dean added that the proposal for revision called for relatively minor changes in the existing format of the report including, for example, a rearrangement of the sequence of reporting of some of the activities, the addition of one or two items of information, etc. It was then moved by Professor Nielsen, seconded by Professor Hett,

> THAT the proposal for revision of the Annual Report Form be approved by Council.

The proposal was subject to the following amendments.

p.2 Research/Creative Activity
The second sentence of the preamble was revised to read: This requirement applies also to reviews of his or her own creative work/performances/books, etc.

p.2 Research/Creative Activity (cont.)

The sequence of reporting was rearranged under the following four categories:

publication of research (including acceptances)
[Note: The subheading "reviews of books" was deleted from this section of the report, on the grounds that this information was subsumed under the earlier subheading "articles, review articles and other reviews published in journals."]

completed, but not yet published, performed, or exhibited

not intended to be published, performed, or exhibited
reports to government, technical reports, etc.
[Note: The example of "unexhibitable preparatory work" was deleted from the list of illustrations, on the grounds that the chairman could in fact call for such information, but that it was not really in the same category as "reports to government, technical reports, etc.".]

research/creative work in progress

p.3 creative work

The qualification "(including acceptances)" was appended to this subheading (in accord with the earlier reference to "publication of research" on p.2 of the form), and the word "includes" was substituted for "included" in the sentence immediately following this subheading.

reviews of one's own work

This subheading was revised to read: "reviews of the staff member's own work."

The question was then put on approval of the Annual Report Form, as amended by Council.

Motion carried.

6. Proposal that the Department of Geography Offer a Concentration in Cartography

[The proposal having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Council approved by general consent the joint recommendation of the Department of Geography and the Faculty Curriculum Committee

THAT students in the Faculty of Arts be allowed to take cartography as a second subject of concentration, providing that they are not taking geography as their first subject of concentration.

7. Proposal for a B.A. (Special) in Criminology

[The proposal having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The proposal was introduced by Professor White, the Chairman of the Department of Sociology, who explained that the Department was responding to a need voiced by its students and by prospective employers in the community, and also to the reality of new program developments at other universities. In drawing up the proposal the Department had attempted to meet the requirements of the existing B.A. (Special) degree program, and the Faculty policies and procedures governing the approval of multidisciplinary programs. The Department had also included a practical component which was very closely related to the theoretical and research base of the program. The objective

was twofold: (1) to provide an enriched educational experience, with a concentration in studies relating to criminology, and (2) to offer a clearly identifiable degree program, namely a B.A. (Special) in Criminology. Professor White added that he had received positive letters of support from the contributing departments. He also confirmed his department's willingness to accept the recommendations of the Curriculum and Academic Planning Committees with respect to the Criminology proposal (ref. Professor Radford's letter of January 31, 1980, and Professor Jendyk's letter of March 11, 1980, copies of which are attached to the official Minutes):

> THAT the proposal for a B.A. (Special) in Criminology be approved, subject to the requirement that each student on Field Placement shall have as supervisor a member of the Academic Staff of the Department of Sociology, other than the Field Placement Officer, and that the evaluation of the work of students in Field Placement Courses shall be carried out by the Field Placement Officer in conjunction with regular members of the Academic Staff.
>
> THAT the sample program on page 5 of the proposal be regarded as the basic structure for the program.
>
> THAT the program be administered by a departmental committee with representation from departments contributing to the multidisciplinary component.
>
> THAT paragraph #2 on page 5 of the proposal be amended to delete the following phrases: "....with eight courses as a maximum" (lines 6/7); and, "....although some of these may have to be used to satisfy prerequisites for required courses" (last line).
>
> [Note: A correction was made to page 5 of the proposal, Dean Abu-Laban having pointed out that the number of the Sociology course on Criminal Control should read 426.]

In light of the foregoing information, it was moved by Professor White, seconded by Professor Egert,

> THAT the proposal for a B.A. (Special) in Criminology be approved by Council, in accord with the recommendations of the Curriculum and Academic Planning Committees.

Motion carried.

8. Adjournment

By general consent, on a motion by Professor Harris, seconded by Professor Smith, the meeting was adjourned at 4:30 p.m.

Baha Abulaban

Chairman.

Arts Faculty Executive Committee Report
Meetings of February 28 and April 1, 1980

1. Arts Representation on General Faculties Council: Election Results [ref. item 2, ARC, 19/2/80]
   The following were elected by Faculty-wide ballot to serve on GFC for three-year terms:

   C. W. Hobart, Department of Sociology
   R. C. Macleod, Department of History
   R. E. McKown, Department of Political Science
   C. T. Peacocke, Department of Drama
   R. Silvester, Department of Art and Design.

   Professor Macleod took office immediately (replacing Professor M. Jendyk of the Department of Drama). The other members will take office on July 1, 1980 (replacing Professors G. Dacks, Political Science; J. V. Freeman, Art and Design; R. R. Hett, History, and T. H. White, Sociology).

2. Committee Replacements
   The Executive received and ratified on behalf of Council the following departmental nominations.

   2.1 Honors Committee
   U. Margolin, Comparative Literature (replacing S. H. Arnold).

   2.2 Library Committee
   A. J. Matejko, Sociology (replacing J. C. Hackler).

3. Nomination of President of Arts Undergraduate Students' Association for Membership on Arts Council
   The Executive will recommend to Arts Council on April 22 that the President of the Arts Undergraduate Students' Association be made an *ex officio* member of Council.

4. Student Appeal: Barbara Janice Skinner
   Ms. Skinner requested that English 284, a single-term course taken in the 1979-80 First Term, be accepted in fulfilment of the 15-course requirement for the B.A. (General) degree. Miss Skinner had previously received credit for English 210, so that her appeal was essentially a request for exemption from the regulation that "normally, no more than one full-session junior English course, or equivalent, may be offered for credit in an undergraduate program" (Calendar, 44.14.1). The appeal was upheld, the Executive having taken into account (among other considerations) an earlier administrative error in accepting the second junior English course, and a subsequent delay in notifying the student of the error and of the need to take an additional course in the Second Term in order to qualify for Spring 1980 Convocation (and Ms. Skinner having in the meantime arranged for full-time employment from January to August 1980, in order to finance a fall 1980 program of study in the Faculty of Education, and having explained to the Executive that the two positions available to her involved day and evening shifts).

Report of the Scrutiny of Teaching Subcommittee of the Arts Executive Committee

Rationale

The approach taken by the committee involves the basic assumption that increased formalization of the assessment of teaching within the Arts Faculty would be of significant benefit to Arts Faculty professors and to their students, as well as providing more detailed and systematic information on teaching performance to be used in connection with incrementation and promotion decisions. It would benefit professors because while most of us have a lifelong commitment to teaching, and want to teach well, we often lack accurate and comprehensive information on the aspects of our teaching performances which are seen by our students as in need of improvement. Formalized assessment procedures would provide us with this important information. It would benefit students to the extent that it helped to improve professors' teaching performances.

Members of the Faculty Salaries and Promotions Committee have long been dissatisfied with the unsystematic teaching assessment procedures which exist in many departments. The most obvious consequence is that these departments have no way of confidently identifying excellent teachers, or at least providing the FSP Committee with convincing evidence of the excellence of their teaching. As a result it is very likely that some professors who have been deserving of multiple incrementation or of promotion, at least in part on the basis of their fine teaching, have been denied appropriate reward.

In view of these considerations, the Arts Faculty Executive Committee views establishment of objective procedures for assessing teaching in all Departments in this Faculty as a matter of the utmost importance.

Recommendations

After several meetings and considerable discussion during which a variety of detailed proposals were considered the committee came to the conclusion that teaching assessment should be based on the following six principles.

1. Department Autonomy - We recommend that each department in the Arts Faculty be responsible for devising its own formal procedure for assessing the teaching of its professors. The nature of the subject matter taught in the various Faculty divisions--Social Science, Fine Arts, and Humanities--differs so much not only between divisions, but within divisions as well, that to attempt to devise a single Faculty-wide procedure would be futile. Moreover, faculty members will undoubtedly feel most comfortable with procedures "tailor made" to fit the distinctive aspects of their departmental teaching situation.

2. Multiple Criteria - We recommend that the criteria to be used in formal assessment procedures be all of the existing assessment criteria which chairpersons in the Arts Faculty are required to apply in assessing the teaching of individual professors. These Assessment Criteria as specified in the "Board - A.A.S.U.A. Agreement" cover the following performance areas:

   i) Ability to communicate in class and through correction of assignments;
   ii) Versatility in ability to teach small-enrolment as well as large-enrolment classes;

iii) Coverage of subject matter;
iv) Teaching of new courses;
v) Out-of-class counselling, advising and supervision;
vi) Involvement at different levels in the undergraduate and graduate programs;
vii) Involvement in graduate supervision (quality and quantity)
viii) Substantiality of teaching load;
ix) Creativity and innovation;
x) Awareness of new developments in specialty area(s);
xi) Usefulness as a resource to colleagues;
xii) Production of teaching aids such as textbooks, tapes and models;
xiii) Adherence to procedures established by the University for the responsible conduct of a course.

It is clear that assessments on some of these criteria may involve only the chairperson's judgment, informed by data supplied by the instructor. In other cases use of information from student input may be appropriate.

3. Student Input - We recommend that as one component of the assessment procedure, chairpersons seek student opinion. Such opinion might be documented in a number of ways: by questionnaires filled out by currently enrolled students at the end of a course, by program-evaluation questionnaires filled out by senior students just prior to their graduation, by questionnaires mailed to former students who have now graduated, by having the chairperson attend classes to assess the instructor's teaching performance, by having the chairperson interview classes concerning the strengths and weaknesses of an instructor's performance, in the absence of the instructor, and perhaps with an observer present, etc.

4. Protection of Student Anonymity - It is essential that the procedure adopted for obtaining assessments include carefully-devised procedures for ensuring that the anonymity of the individual student assessors is safeguarded when their opinions are passed on to relevant instructors. Under no circumstances should student assessments be forwarded to relevant instructors prior to submission of final course grades.

5. Cross Faculty Comparability - We recommend that the assessment procedures in all departments include a few identical or similar questions in student assessments so as to facilitate comparative evaluation across departments.

6. Self Assessments - We suggest that in devising their formal assessment procedures, departments consider inclusion of a self-assessment by the instructor. This would provide the instructor with the opportunity to "tell his/her side of the story," and with the occasion to examine carefully the strengths and weakness in his/her recent teaching.

Summary of Recommendations

1. Each department in the Arts Faculty should be responsible for devising its own formal procedure for assessing the teaching of its professors.

2. The criteria to be used in assessing teaching should be those specified in the "Board - A.A.S.U.A. Agreement."

3. One component of the assessment procedure should be systematically collected student assessments of the teaching of individual professors.

4. The anonymity of student assessors must be safeguarded, and assessments must not be forwarded to instructors before they have submitted final course grades.

5. The assessment procedures used in all departments should include a few identical or similar questions, so as to facilitate comparative evaluation across departments.

6. The committee suggests that in devising their formal assessment procedures, departments might consider inclusion of a self assessment by the instructor.

Respectfully submitted,

Kevin Fettig
Linda Fitz
Kathryn Ivany
Rosemary Nielsen
Charles Hobart, Convenor.

April 1980.

The University of Alberta, Faculty of Arts

Annual Report of Faculty Member

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1

PROPOSED REVISIO

Copy for
Dean
Chairman
Personal File

Period
1 August 19 to 31 July 19

Personal data

name:

department: **academic rank:**

courses of study completed and/or degrees/diplomas earned during report year:

Teaching

courses taught

also indicate courses taught for the first time; courses team taught, noting share of responsibility

winter session
first term

course subject and number	*hours per week*			number of students
	lecture	seminar	lab	

winter session
second term

course subject and number	*hours per week*			number of students
	lecture	seminar	lab	

off-campus credit courses

first term

course subject and number	location	*hours per week*			number of students
		lecture	seminar	lab	

second term

course subject and number	location	*hours per week*			number of students
		lecture	seminar	lab	

spring session

course subject and number	*total hours*			number of students
	lecture	seminar	lab	

summer session (current year)

course subject and number	*total hours*			number of students
	lecture	seminar	lab	

responsibilities for graduate, honors, and special students

indicate name of student, department, degree sought; type of project: thesis, recital, etc.; role: supervisor, examiner, committee member; whether project complete or incomplete.

Teaching ...cont'd.

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other major responsibilities and activities associated with teaching

contributions to the courses of others, extension of regularly scheduled contact hours with students, training of teaching assistants, co-ordination of multi-sectioned courses, etc.

Research/Creative Activity

A staff member is required to submit to the Chairman, upon the latter's request, copies of published or forthcoming works which the staff member wishes to be considered by the Faculty Salaries and Promotions Committee. This requirement applies also to reviews of one's own creative work/performances/books, etc.

publication of research (including acceptances)

indicate with an asterisk work which is republished, including revisions and translations of your own work

give manuscript length and date of acceptance if not yet published

books, monographs, chapters in books

list by co-authors (if any), title, publisher, date of publication, and page numbers

articles, review articles and other reviews published in journals

list by co-authors (if any), title, publisher, date of publication, and page numbers

scholarly activity related to publication

editing a book, musical composition, etc.

reviews of books

research/creative work completed during year

research/creative work in progress

not intended to be published, performed, or exhibited

reports to government, technical reports, unexhibitable preparatory work, etc.

not yet published, performed, or exhibited

creative work

indicate with an asterisk any performance or exhibition which included material presented before

publication and/or performance of new artistic works, compositions, plays, etc.

list by title, co-authors (if any), type of work, publisher and/or performer and date.

performances such as recitals, concerts, and productions, including broadcasts, telecasts, and recordings

list by event, sponsor, location, dates, and role: soloist, member of ensemble, leading actor, producer, designer, etc.

exhibitions of drawing, painting, sculpture, printmaking, photography, video, film and design

list by type, sponsor, location, date, group or individual exhibition, number of works

reviews of one's own work

list by reviewer, publisher, date of publication, and page numbers

conferences, seminars, miscellaneous presentations

papers read or presentations to learned societies, professional bodies, and other organizations

list by title, name of organization, place, and date of meeting

participation in conferences and seminars as discussion leader, panelist, invited speaker

list by name, topic, role, place, and date of meeting

iversity Administration

administrative offices held

department chairman, associate dean, etc.

university, faculty and departmental committees

indicate role and nature of contribution

other administrative responsibilities

co-ordination of divisions within departments, etc.

Professional and Public Activities Related to University Work

contributions to continuing education, including off-campus and extension teaching

contributions to the community

services to national and international societies
offices held, committee memberships, editorial, and other activities

other

Honors, Awards, Grants, and Other Recognition

Supplementary Professional Activities

please refer to Article 29 of Board-AASUA agreement and attach completed Faculty of Arts SPA form

Signature ______________________ Date ______________________

INTER-DEPARTMENTAL CORRESPONDENCE

To: Acting Dean B.R. Abu-Laban
Faculty of Arts

February 20, 1980

From: F.L. Radford, Chairman
Arts Faculty Curriculum Committee

Dear Dean Abu-Laban,

At its meeting on February 18, 1980 the Curriculum Committee approved the request of the Department of Geography "that students in the Faculty of Arts be allowed to take cartography as a second subject of concentration, providing that they are not taking geography as their first subject of concentration." This wording is a revision of the original proposal and satisfactorily answers the objection of the Curriculum Committee to the possibility of a student taking both subjects of concentration in the same department.

A copy of the letter from the Department of Geography supporting the proposal is enclosed for your information.

Yours sincerely,

(signed) F.L. Radford

cc: Professor O.F.G. Sitwell, Chairman
Undergraduate Programme Committee
Department of Geography

INTER-DEPARTMENTAL CORRESPONDENCE

TO Professor F. L. Radford
Chairman, Arts Faculty Curriculum Committee
Department of English, Humanities Centre

DATE January 28, 1980

FROM O. F. G. Sitwell, Chairman, Undergraduate
Programme Committee, Department of Geography

Dear Professor Radford:

This letter is a follow-up to our recent telephone conversation on the subject of cartography, and the question of whether or not a student in the Faculty of Arts could take cartography as a second subject of concentration.

As I told you in our conversation, we, in the Department of Geography, have considered the ruling of the Curriculum Committee, as recorded in the minutes of the meeting of September 21, on this point, and in particular the justification for a negative ruling. That, as you will remember, was that there is a fundamental strength in maintaining the overall identity of the components within a department as a single disciplinary unit.

While we recognize the right of the Faculty to rule on this point we feel that some people may suffer as a consequence. In particular we note that, as cartography is undergoing something of a boom at present, there may well be some students in the Faculty who might want to take up a career in this subject after graduation. While they could certainly take cartography courses by choosing geography as a subject of concentration, they would be unable to identify their true interest by name, and they might feel this to be a handicap when moving on in search of a job, or further education. We also feel that the situation is rather an invidious one for our cartographer, Dr. Muller, because, as things now stand, he cannot tell Arts students who are beginning to show an interest in cartography that it can be taken as a subject of concentration.

As these are both matters of concern to us we have sought for a way by which students could identify cartography as a subject of concentration, while at the same time not calling for a reversal of your committee's ruling. We believe we have found it. Our request is that students in the Faculty of Arts be allowed to take cartography as a second subject of concentration, providing that they are not taking geography as their first subject of concentration.

If this request is granted we will prepare a statement to appear in the Calendar, as section 43.11.3, which would provide the relevant information for students wishing to take a concentration in the subject. It would also, of course, alert students to the possibility of doing that.

Proposal for a B.A. (Special) in Criminology

A Multidisciplinary Program

I. The Need and Support for the Program

1. How does the proposed program contribute to the intellectual balance of the curriculum of the University?

Rather than offering anything very new to the University, this program would take advantage of expertise that already exists. Compared to many universities in Canada, Alberta has scholars in History, Economics, Political Science, Psychology, Sociology, and Educational Psychology who could make a meaningful contribution to a criminology program. At present, students take a number of appropriate courses in a somewhat haphazard manner and finish with a general arts degree. When applying for a position related to the criminal justice system these students sometimes have difficulty claiming they have an appropriate program. This new program would essentially group together available courses and, with the addition of field placement courses, provide a degree that would be more likely to satisfy the concerns of prospective employers.

2. Concrete evidence of support for the program

Before providing specific answers to points (a) through (d) stated in the outline of criteria for approval, a short historical overview would be appropriate. In 1973 there was only one undergraduate program in criminology in Canada, at the University of Montreal. There was a research centre at the University of Toronto and a masters program was in its infancy. The University of Ottawa developed a masters program in 1967. At the same time there was a dramatic expansion in positions related to the criminal justice system. In Alberta this expansion was apparent both within the provincial system but also at the federal level. Several years ago there were new openings for literally hundreds of positions. Today new openings are naturally less and it is difficult to estimate the demand in the future.

To meet this need across Canada several universities have responded with criminology programs. In 1973 Simon Fraser had no criminology courses and no criminologists. Today they have a department of criminology employing approximately 20 criminologists and graduates from that program are now applying for positions in the Remand Centre that has just been opened by the Solicitor General's department here in Edmonton. In 1977 the University of Regina began its human justice program. Another program has been launched at Carleton University. The very small offerings in criminology at the University of Toronto have grown so that now approximately 300 students are enrolled in the introductory criminology course.

Here at the University of Alberta we have maintained approximately 1100 students in our introductory criminology class for the past 4 years with a drop

to about 890 this present year. We also have over 500 students enrolled into other deviance courses. Our correctional administration course enrolls approximately 200 and more specialized 400 level courses in this area enroll over 200 students. Approximately ten years ago we taught almost half of the criminology students in Anglophone Canada, and even though our enrolment in criminology courses remains large today, other universities have taken the lead in providing programs that fit job opportunities in the field. This B.A. Program in Criminology would package the presently available courses in a more appropriate manner so that students would not feel they should go to other universities to get the appropriate degree. In addition, it would make it more possible for local students to compete against students coming from Carleton, Regina, and Simon Fraser.

With this background it is easier to discuss the concrete evidence of support for the program (a) from prospective students. Assuming that the 1,000 students registered in the basic criminology course would include those students with a serious interest in a career in this field, one might estimate that 75 students would be involved in the B.A. criminology. It should be noted that a poll taken at Simon Fraser before a single criminology course was offered indicated that criminology was the first area of choice among the undergraduates. Perhaps it is not surprising that the program there now has the largest enrolment of any program at the University.

(b) Support from the community. Conversations with Mr. Roy Bricker, Director of Community Services, and with the assistant director of personnel, indicated that the Solicitor General's department would prefer to hire people with specific degrees in Criminology rather than those with more general degrees. Admittedly, many of our graduates with other degrees are finding positions throughout the system, but it is difficult to know whether they do well in comparison to students with more specific degrees from elsewhere. There is a program at Grant MacEwan College which emphasizes a field placement program as well as academic work. While this program seems to fill certain needs in the community, there are some agencies under pressure to hire people with bachelor degrees.

(c) Support from individual professors. Within the Sociology Department the deviance subject area committee has endorsed this program. The specific faculty members would include James Creechan, Jim Hackler, Tim Hartnagel, George Jarvis, Gwynn Nettler, P. Saram, and Robert Silverman. In past years, Jim Hackler has met with Tom Pocklington, Department of Political Science, Tom Nelson, Department of Psychology, and Bruce Wilkinson, Department of Economics on this program and received considerable support. There was hesitance, however, among the criminologists in Sociology at that time to become involved in a practically oriented program. The course of history in Canada and at the Universities has essentially caused us to rethink the situation and as a result there was unanimous support for the program last year. Other faculty members who have been supportive would include Rod Macleod in History, Leslie Green in Political Science, and Brendan Rule in Psychology. These three faculty members are also research associates of the Centre for Criminological Research. In addition David Gillen has expressed an interest in the economics of crime and the economics department has even offered a course on non-market economics that would be appropriate for such a program.

(d) An indication of the size of the market for graduates. Positions that would be able to utilize a B.A. (Special) in Criminology can be found in agencies at the Federal, Provincial, and City level and in the private sector. Provincial departments are probably the biggest potential employer. In the Child Welfare division of the Department of Social Services and Community Health, approximately 600 social workers are employed. Some 200 are employed as child care counsellors in a variety of places including institutions such as the Youth Development Centre. Turnover is very high in this position, sometimes 70%, because of the irregular hours and stress connected with the jobs. Many of these positions are held by people who have taken the program at Grant MacEwan Community College.

In addition to the child care counsellors, the Department of Social Services has 75 to 100 social workers who handle such things as wardships before the juvenile court. Turnover in these positions is fairly low, possibly 20%. A relatively small percentage of these people have out of province degrees at the B.A. level. A higher percentage hold M.A.s from out of province.

In the department of the Solicitor General (provincial), community correctional officers (probation officers) provide the largest potential job opportunities for our proposed degree. There are approximately 200 and at the present time turnover is very low. The majority have Alberta degrees but an increasing number are coming from programs such as Simon Fraser. With approximately 100 applicants per position, those with general 3 year degrees and no experience have little chance, according to the assistant personnel director. Criminology degrees are preferred and experience is desired and almost mandatory. While a field placement component may not be seen as a substitute for full time experience, it helps. Hence, one can see the importance of this aspect of the program.

At the city level, social services has approximately 65 juvenile probation officers who work primarily with juveniles who are not wards of the province. We have no specific information on turnover and out of province degrees, but they probably are similar to the other groups. We do not know how many positions of this nature are available in Calgary and other cities in Alberta.

At the Federal level, approximately 40 parole officers and their supervisors are employed in Alberta. Other counsellors are employed at federal institutions. For example, there are 11 at the Grierson Community Correctional Centre. Additional federal correctional facilities exist at Bowden, Drumheller, and Calgary, as well as the new Maximum Security Institution in Edmonton.

While these are the major job opportunities, a variety of other positions are available. For example, one of our criminology professors noted the jobs held by 8 persons he met in the past couple of weeks who had taken his criminology courses in the past. They included the director of the Edmonton Institution, the head of the parole officers union, the former director of the John Howard Society, a family court counsellor, someone from Native Counseling Services, a rape crisis project, a judicial clerk in the family court, and a specialized position with the Solicitor General of Canada. Only one of these positions fit in categories mentioned above and we have not

mentioned agencies such as the staff college, drug and alcohol programs, the police, etc. For reasons given in the introduction, it is difficult to indicate the size of the market in the years to come. There is no doubt that the major expansion has passed and many of the positions that were open have been filled by people coming from other provinces. Normal turnover in a system that employs so many people should probably generate continued opportunities, but in the future Alberta graduates will have to compete with graduates of programs that have been established in other provinces who have found Alberta an attractive place to seek employment. There is no doubt that our position as a major influence in Criminology is facing severe competition from other quarters today.

3. Overlap with existing programs

At present there might be some overlap with programs from the Calgary School of Social Welfare. A branch of that program is located on campus here in Edmonton. However, that program is oriented toward a broad range of welfare services. This program would be more specifically oriented to the criminal justice system. In fact, we would anticipate and encourage students to consider both programs in thinking through career opportunities.

II. Academic Requirements and Current Resources

1.

The proposed B.A. Special in Criminology is viewed as a multidisciplinary program in the sense that it will involve the coordination of several disciplines for the purpose of providing a more thorough analysis and understanding of the causes of criminal behavior and social reactions to such conduct. Since Criminology at this University has traditionally been part of the Sociology programme, the principal subject of concentration will be in Sociology. However, since this programme is seen as multidisciplinary in nature, no standard second subject of concentration is proposed. Rather, the second subject of concentration will be composed of a combination of courses, some required and some selected from an approved list, offered by departments other than Sociology. These departments are: Psychology, Economics, Political Science and Philosophy. Each student's proposed programme will require approval by the Sociology department.

The details of the proposed programme are as follows:

Five junior courses are required, with no more than one from each discipline; students must include a junior English course and an approved junior lab science course. One full course equivalent from each of the following areas must be included in the programme: Fine Arts, Lab Science, Humanities (in addition to junior English), and Social Science. Five and one-half Sociology courses must be completed as a minimum, with eight courses as a maximum. The following Sociology courses must be included in the programme: Soc 202 (Introductory), 325 (Criminology), 327 (Criminal Justice Administration), 341 (Social Psychology); three of the following criminology courses: Soc 424

(Social Structure and Crime), 425 (Research Problems in Criminology), 426 (Criminal Control), 427 (Juvenile Delinquency), 428 (Criminal Careers), 429 (Sociology of Law); and three half-year field placement courses (these are the only new courses necessary for the proposed programme; they are discussed in more detail below). The second (non-standard) subject of concentration will require four full course equivalents as follows: Psyco 260 (Basic Psychological Processes), 261 (Individual and Social Behavior); two of the following courses concerned with personality and abnormal behavior: Psyco 361 (Principles of Behavior Change), 353 (Developmental), 383 (Personality), 435 (Clinical), 489 (Abnormal); two of the following courses in the area of administrative behavior and the public sector: Econ 351 (Public Sector), 473 (non-market Activities), Pol S 425 (Public Administration), 426 (Civil Service in Canada), 431 (Administrative Behavior); two of the following philosophy of law courses: Pol S 451 (Philosophy and Theory of Law), 452 (Jurisprudential and Governmental Theory), Phil 383 (Philosophy of Law), 483 (Topics in Philosophy of Law). The remaining six and one-half full course equivalents are options, although some of these may have to be used to satisfy prerequisites for required courses.

A sample programme would be as follows:

YEAR 1	YEAR 2
Junior English course	Soc 325/327
Junior Lab Science	Soc 341/Psyco 361
Soc 202	Humanities course
Psyco 260/261	Phil 240
Junior Fine Arts course	Econ 201/202

YEAR 3	YEAR 4
Soc 426/427	Soc 428/Field Placement
Soc 368/Field Placement	Econ 351/Pol S 425
Phil 383/Pol S 451	Option/Field Placement
Psyco 383/489	Soc 472/Option
Options	Option/Option

2. [See attachment to Curriculum Committee Report re: January 1980 revision of following section] ← N.B.

The only new courses required for this programme are three half-year courses involving Field Placement. This programme is viewed as having both an academic and an applied component and the Field Placement courses are designed to contribute to both aspects. They will provide practical work experience in a variety of relevant settings, such as: Probation officer in a Community Corrections Centre; Parole officer with the National Parole Service; Classification Officer at the Edmonton Institution; Research officer with Research Division, Solicitor General. In addition, these courses will contribute to the academic growth of students since the courses will require students to integrate academic knowledge obtained through standard course work and reading with the practical experience they acquire in the Field Placement setting. While the precise nature of the requirements will no doubt vary from course to course, students will be formally evaluated

in each Field Placement course in both the applied and academic aspects. For example, the applied evaluation may take the form of a conference involving the student, the Field Placement Officer, and a Supervisor from the Field Placement Setting. One of the first duties of the proposed Field Placement Officer will be to develop such mechanisms of evaluation, utilizing the previous experience of other similar programmes. The academic evaluation may take the form of a paper in which the student is required to bring the concepts, principles and hypotheses of academic course work to bear upon some aspect of the practical experience. Again, the Field Placement Officer will be expected to assist in the development of such evaluation mechanisms. The time devoted to each field placement will be a half-day (four hours) per week during the academic term. These Field Placement courses are seen as essential to the programme such that it cannot proceed without them. The new position of Field Placement Officer is also essential to the programme since the responsibilities of existing staff preclude the addition of these new duties. The Field Placement Officer would be responsible for developing and administering these courses, which would include locating suitable placement settings and providing coordination with the placement supervisor. The Field Placement Officer would also be expected to teach sections of Soc 325 and 327, the exact nature of the teaching load to depend upon the number of students enrolled in the programme and requiring field placements. The Field Placement Officer should possess, as minimum qualifications, an M.A. in Sociology with a specialization in Criminology and relevant work experience.

III. Administration

1. The programme will be administered by the Sociology department rather than by a committee since the principal subject of concentration will be Sociology.

2. Counselling of students and approval of their programmes will be provided by the Programme Director in the Department of Sociology, assisted by the Field Placement Officer. The Director will also coordinate the scheduling of required courses in other departments.

IV. Funding (First Year)

a.	Faculty Service Officer - II	$20,000
b.	one-half clerk steno	5,400
c.	library (applied journals)	1,000
d.	one-sixth program director (professor)	7,000
e.	release time (new course development) (associate professor)	20,000*
	Total	$53,400

* This item would be in effect only for the first three years of the program.

The Faculty Service Officer would handle the field placements necessary in the community. The two-thirds position for a faculty member would be used outside the Department of Sociology. A few selected courses in other departments could enrich the program. For example, Professor Macleod in History is an authority on the R.C.M.P. in Canada. While a specialized course on the R.C.M.P. is probably unlikely, a more general course on the history of the criminal justice system in Canada might be meaningful. If this program could provide from one-third to one-fifth of a faculty member to the history department perhaps such a course could be offered. Similarly, if the Economics Department could offer something which would include the economics of crime, some financial support would seem reasonable. One could also argue that a criminal law course available to non-law students would be an important addition to such a program. It would probably be advisable not to encourage such courses prematurely but see which departments would be interested in offering a new course that would enrich a criminology program.

At the present there are no committed sources of outside funding and there are no sources of inside funding which could be used for these expenses. At present, the Department of Sociology has been providing many of the services, and would continue to do so, but certain aspects of the program, such as a Faculty Service Officer to handle field placements, would require additional funding.

V. Review

The program will be reviewed after five years by a committee to be established by the Dean of the Faculty of Arts. This committee will include members of the Criminology area committee in Sociology as well as representatives from other participating departments.

NOVEMBER 1979 REVISION.

INTER-DEPARTMENTAL CORRESPONDENCE

TO Dean B. Abu-Laban
Acting Dean of Arts

DATE January 31, 1980

FROM F. L. Radford, Chairman
Arts Faculty Curriculum Committee

Dear Dean Abu-Laban,

Re: Proposal for a B.A. (Special) in Criminology

The Curriculum Committee completed its discussions of this proposal at the meeting of January 28, 1980, giving conditional approval to the program through the following motion:

> THAT the Curriculum Committee approve the proposal for a B.A. (Special) in Criminology, as submitted, subject to the requirement that each student on Field Placement shall have as supervisor a member of the Academic Staff of the Department of Sociology, other than the Field Placement Officer, and that the evaluation of the work of students in Field Placement Courses shall be carried out by the Field Placement Officer in conjunction with regular members of the Academic Staff.

The concern here was that there should be some supervision of the academic aspects of the Field Placement Courses, since it is likely that the academic qualification of the Field Placement Officer will not be better than an M.A.

I enclose a copy of the revised Criminology proposal and of the revised "Sample Programme".

Sincerely,

cc: Professor T.H. White, Chairman
Department of Sociology
Professor M. Jendyk, Chairman
Academic Planning Committee

II. 2.

The only new courses required for this programme are three half-year courses involving Field Placement. The B.A. (Special) Criminology programme is viewed as having both an academic and an applied component and the Field Placement courses are designed to contribute to both aspects. They will provide supervised work experience in a variety of relevant settings, such as: Probation officer in a community corrections centre; Parole officer with the National Parole Service; Classification officer at the Edmonton Institution; Research officer with the Research Division, Alberta Solicitor General. In addition, these courses will contribute to the academic growth of students by stressing the practical application of criminological theory, as well as the integration of academic knowledge with the practical experience acquired in the field placement setting. The precise nature of the work experience will vary from placement to placement. But in general students will first be exposed to the range of duties associated with a particular professional position through observation of staff-client interaction. The field supervisor in the particular agency will also interact with the student and provide opportunities for questions and discussion. At an appropriate point students will, under supervision, assume the professional duties associated with their particular placement. This will include interaction with clients as well as other staff and participation in staff conferences and training sessions to the extent possible. The time devoted to each field placement will be a half-day (four hours) per week during the academic term. In addition to the time spent in the placement agency, students will also participate in monthly seminars where, under the direction of the Field Placement Officer, experiences and problems encountered in placements will be discussed and related to the relevant criminological literature. Students will also be required to prepare a paper in which they integrate theory and practice, analyzing their field experience from the perspective of the criminological literature. An interim written report will be submitted to the Field Placement Officer for discussion at a monthly seminar. Evaluation in the Field Placement courses will be based upon the student's written work (paper and interim report), participation in the monthly seminars, and performance in the field placement. The latter evaluation will be provided by the field supervisor in the agency who will submit an interim and final report on the student. These reports will be discussed with the student by the Field Placement Officer, in consultation with the field supervisor.

These Field Placement courses are seen as essential to the programme such that it cannot proceed without them. The new position of Field Placement Officer is also essential to the programme since the responsibilities of existing staff preclude the addition of these new duties. The Field Placement Officer would be responsible for developing and administering these courses, which would include locating suitable placement settings and providing coordination with the field supervisors in the agencies. The Field Placement Officer would also be expected to teach sections of Sociology 325 and 327, the exact nature of the teaching load to depend upon the number of students enrolled in the programme and requiring field placements. The Field Placement Officer should possess, as minimum qualifications, an M.A. in Sociology with a specialization in criminology and relevant work experience.

SAMPLE PROGRAMME FOR B.A. (SPECIAL) IN CRIMINOLOGY

YEAR 1

Junior English Course
Junior Lab Science Course
Sociology 202
Psychology 260/261
Junior Fine Arts Course

YEAR 2

Sociology 325/327
Sociology 341/Psychology 383
Humanities Course
Economics 201/202
Option/Option

YEAR 3

Sociology 426/427
Field Placement/Psychology 489
Economics 351/Political Science 425
Option/Option
Option/Option

YEAR 4

Sociology 428/Field Placement
Field Placement/Political Science 451
Philosophy 383/Option
Option/Option
Option/Option

1479

INTER-DEPARTMENTAL CORRESPONDENCE

o Dr. Baha Abu-Laban, Acting Dean
Faculty of Arts

DATE 11 March 1980

ROM Margaret Jendyk, Chairman
Academic Planning Committee

Dear Dr. Abu-Laban:

re: Proposal for a B.A. (Special) in Criminology

The Academic Planning Committee has completed its consideration of the revised proposal (November 15th 1979) from the Department of Sociology for a B.A. (Special) in Criminology. The committee is prepared to recommend that the program with its Field Placement component (as amended: January 1980) be approved as a multidisciplinary program on the understanding (i) that the sample program on page 5 of the revised proposal be regarded as the basic structure for the program, and (ii) that the program be administered by a departmental committee with representation from departments contributing to the multidisciplinary component.

In its interpretation of the 1977 Report on Policy and Procedures for the approval of Interdisciplinary and Multidisciplinary programs (11/1/77), the APC has determined that, in principle, there are two fundamental components which identify the multidisciplinary program:

(1) a clearly defined topic of study which is not available through the usual and traditional principal subject of concentration;
(2) evidence of co-ordination or integration of different disciplines with reasonably equal distribution of courses; and, within this, the expectation that the "substantial contribution in one of the departments contributing to the program" (Policy and Principles #3) would not exceed one-third of the total program requirements, that the combination of the multidisciplinary component and the concentration in one discipline would not exceed two-third's of the total program, namely thirteen courses, and that one-third of the program would be reserved for Faculty requirements and options.

The APC accepts that a program in Criminology, although a sub-discipline of Sociology, is a proper topic of study for a multidisciplinary program. The structure of the sample program is in accordance with the APC's concept of a well-balanced program: the example given prescribes 6½ Sociology courses (including the proposed Field Placement courses), 6½ courses in the multidisciplinary component, leaving 7 courses for faculty requirements and options. The APC notes that the sample program has been able to accommodate prerequisites without encroaching on the options. The Faculty distinguishes between the B.A. (Honours) degree and the B.A. (Special) degree by requiring for the latter a broad range of courses outside the areas of concentration. In order to preserve the spirit of these regulations, APC recommends that normally no program variations for the B.A. Special in Criminology be permitted to encroach

on the 7 courses preserved for faculty requirements and options. Exceptional cases can, of course, be considered and, if appropriate, approved by the administrative committee.

Accordingly, paragraph #2 on page 5 of the revised proposal should be amended to delete the following phrases: "....with eight courses as a maximum" (lines 6/7); and, "....although some of these may have to be used to satisfy prerequisites for required courses" (last line). The committee also wishes to point out that the faculty requirement for English 200 or its equivalent has been omitted from the paragraph.

Administration: the current guidelines contained in the 1977 report specify that administration of a multidisciplinary program must be by an interdepartmental committee. The APC believes that Faculty policy should be extended to admit the possibility of administration by an individual department committee with representation from participating departments; the chairman of such committee to report to the appropriate Dean. Approval of the program should therefore be contingent on the formation of an administrative committee acceptable to the Faculty.

Funding: the APC has studied the department's estimated budget with some care and has accepted the argument that the implementation of such a program involves considerable planning and organisation; the committee views the budget as being reasonable and one which may be, in certain respects, an underestimation of annual operating costs. In recommending approval of the program, APC recognises the need for the appointment of a Field Placement Officer, release time for a Program Director and instructor/s involved in new course development, steno services, and library acquisitions. The committee believes that it is inappropriate for it to make any further recommendations pertaining to the need for, the extent of, and possible sources for funding for such a program since the APC does not have the information required for such judgements and considers that these matters are properly ones for negotiation between the Department and the Dean's Office.

The Academic Planning Committee recommends that a B.A.(Special) in Criminology be approved on the understanding that the above modifications are incorporated into the proposal.

Yours sincerely,

Margaret Jendyk, Chairman
Academic Planning Committee

c.c.: Dr. T. White, Chairman
Department of Sociology

Dr. F. Radford, Chairman
Curriculum Committee

ARTS FACULTY COUNCIL

Minutes of Meeting of May 16, 1980

9:00 a.m. - 12:10 p.m.

PRESENT: B. R. Abu-Laban (Chairman), S. M. Abu-Laban, S. H. Arnold, M. I. Asch, T. N. Ballin, W. A. Blanchard, E. D. Blodgett, R. J. Buck, P. J. Cahill, D. J. C. Carmichael, W. E. Cooper, L. H. Craig, J. A. Creore, D. Cullen, R. J. E. d'Alquen, J. V. DeFelice, C. Q. Drummond, E. Egert, F. C. Engelmann, B. L. Evans, G. F. N. Fearn, N. Fetterman, A. D. Fisher, L. T. Fitz, J. A. Forbes, J. F. Forrest, J. V. Freeman, H. Garfinkle, R. Gruhn, D. J. Hall, H. A. Hargreaves, B. L. Harris, T. F. Hartnagel, D. H. Haynes, R. R. Hett, C. G. Hickey, F. G. Hulmes, D. A. Jackel, M. Jendyk, D. C. Johnson, H. J. Jones, G. D. Kelly, K. Krotki, H. Liebel-Weckowicz, B. Linsky, J. A. McIntyre, J. C. MacKenzie, R. C. Macleod, G. Marahrens, J. S. McMaster, B. Medwidsky, R. J. Middleditch, C. H. Moore, E. Mozejko, A. M. Munn, E. P. Murray, R. M. Nielsen, M. S. Noorzoy, J. O. Orrell, D. R. Owram, C. T. Peacocke, R. A. Pendergast, R. H. M. Plain, T. L. Powrie, P. E. Prestwich, G. D. Prideaux, T. M. S. Priestly, K. D. Prithipaul, F. L. Radford, E. Reinhold, P. A. Robberecht, B. L. Rochet, P. A. Runquist, C. E. Schweger, R. A. Shiner, O. F. G. Sitwell, R. C. Smith, F. P. Van De Pitte, M. M. Van De Pitte, M. Waida, E. H. Waugh, T. H. White, J. N. Wickenden, M. D. Wilkie, H. E. Wilson, T. Yedlin.

1. Minutes of Meeting of April 22, 1980

   On a motion by Professor Smith, seconded by Professor Marahrens, the Minutes were adopted with one amendment (Professor Marahrens' name having been added to the list of those in attendance).

2. Recommendations re: Spring Graduands

   [The CAS and Honors Reports having been distributed at the start of the meeting, copies are attached to the official Minutes only.]

   2.1 Report of the Committee on Academic Standing

   Two names were added to the list of students recommended for the B.A. (General) degree:

   Jeffrey Bowman Smith
   Luana Deborah Yarusiewich.

   One name was added to the list of students recommended for the B.A. (Special) degree:

   Ross Campbell Gordon.

   It was then moved by Professor Runquist, seconded by Professor Reinhold,

   THAT Council approve the recommendations on pp.1-20 of the CAS report (the three special cases on p.21 of the report having been removed for separate consideration).

   Motion carried.

   The CAS recommendations regarding the three special cases were put to Council on separate motions, and were approved.

   Council also received for information a confidential list of students who failed to meet degree requirements.

   2.2 Report of the Honors Committee

   It was moved by Professor Sitwell, seconded by Professor Nielsen,

   THAT the recommendations re: Honors graduands be approved.

   Motion carried.

3. Student Representation on 1980-81 Council

It was moved by Professor McMaster, seconded by Professor Nielsen,

> THAT the departmental nominations for student representation on the 1980-81 Arts Council be approved:

Anthropology
Art and Design
Classics
Comparative Literature
Drama
No nominations, no representation

Economics
J. L. Dixon, B.A. (Honors)
K. A. Fettig, B.A. (Honors)
W. MacNeil, B.A. (General)

English
M. A. Gillies, B.A. (Honors)
C. Koch, B.A. (Honors)
G. Vanterpool, B.A. (Honors)

Germanic Languages
No nominations, no representation

History
K. A. Ivany, B.A. (Honors)
D. T. Marriott, B.A. (Special)
C. B. Smith, B.A. (General)

Music
No nominations, no representation

Philosophy
W. Renke, B.A. (Honors)

Political Science
Psychology
No nominations, no representation

Religious Studies
M. Good, B.A. (General)

Romance Languages
No nominations, no representation

Slavic Languages
R. A. Brytan, B.A. (Honors)

Sociology
T. Luhoway, B.A. (Honors)
A. Mauro, B.A. (Honors)
L. McNaughton, B.A. (Honors)

Motion carried.

4. APC Report on Interdisciplinary and Multidisciplinary Programs

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Arts Council in February 1980 referred back to committee the APC proposal for modification of the 1977 Faculty Policy and Procedures for the Approval of Interdisciplinary and Multidisciplinary Programs, for further consideration in the light of Council's discussion (ref. item 4, ARC, 19/2/80). The May 1980 revision was introduced by the Chairman of the APC, Professor Jendyk, who explained that it was intended to supersede the 1977 position paper. Professor Jendyk added that the APC had retained some of the terminology and provisions of the earlier document, but that it was also proposing some new departures, the latter involving a recommendation that the four-year B.A. (Special) be identified as the most appropriate route for inter/multidisciplinary studies, and that there be some adaptation of the present structure of the degree to take account of the distinctive nature of such studies (members of the APC having concluded that the objectives of inter/multidisciplinary programs could be accommodated within a modified B.A. (Special), and that there was no compelling reason to introduce a new and separate degree program). Professor Jendyk then moved, seconded by Professor Nielsen,

> THAT the APC Report on Interdisciplinary and Multidisciplinary Programs (May 1980 revision) be approved by Council.

The central issue was the APC statement on concentration in inter/multidisciplinary programs, which read in part:

> The B.A. (Special) degree program requirements should be modified to combine principal and secondary subjects of concentration into a single subject of concentration which is the interdisciplinary or multidisciplinary topic or area of study. . . . The subject of concentration for interdisciplinary and multidisciplinary programs [should require] a minimum of 9 and a maximum of 13 courses. . . . .a minimum of 4 courses should be required in at least one of the contributing departments, and no more than 6½ courses should be permitted in any one of the contributing departments.

Some members of Council opposed the setting of absolute requirements for the inter/multidisciplinary concentration, their objections being directed primarily to the APC recommendation that "no more than 6½ courses should be permitted in any one of the contributing departments." They contended that inter/multidisciplinary programs should be considered on their merits, and that the distribution of courses should be predicated on the needs and objectives of a particular program rather than a predetermined mathematical formula. One member also argued that the proposed restriction to 6½ courses violated the spirit of the 1977 Policy and Procedures for the Approval of Interdisciplinary and Multidisciplinary Programs, which called for "a substantial concentration in one of the departments contributing to the program." In the latter case there was also a suggestion of the need to distinguish between contributing departments and individual subjects of concentration offered by those departments (Council having been reminded that within a given department there are very wide ranges of disciplinary concerns).

In response, members of the APC pointed out that there was ample opportunity within the present structure of the B.A. (Special) and B.A. (Honors) degrees for intensive concentration in a traditional discipline, but that the current proposal was intended for another purpose, namely the study of a particular topic or area from the point of view of a number of different disciplines. They also argued that some structural limits were necessary; that in order to achieve a meaningful and well-balanced inter/multidisciplinary program the contribution of each of the disciplines must be fairly significant and more or less equal, and that to go beyond a 6½-course concentration in a single discipline would be to permit too strong a focus in one subject area, at the expense of the overall balance of the program.

In light of these arguments, an amendment was moved by Professor Buck, seconded by Professor Priestly,

> THAT the adverb "normally" be inserted in the final clause of item 4 on p.2 of the APC report ("and normally no more than 6½ courses should be permitted in any one of the contributing departments").

Professor Buck explained that the force of the amendment was to maintain the APC guidelines, but nevertheless to admit some flexibility in considering specific program proposals, bearing in mind that individual proposals must ultimately come before Council for approval.

Amendment carried.

Council's attention was then drawn to the two sample programs accompanying the APC proposal (Appendices A and B of the report), members of the language departments having pointed out that they contained certain misconceptions about the requirements for proficiency in a foreign language, and having

therefore questioned their academic viability. Speaking on behalf of the APC, Professor Jendyk emphasized that the sample programs were not intended for examination or discussion of their academic content; that the APC had simply put together a collection of existing and interrelated courses and offered them as practical illustrations of the general principles advocated in the report, the committee having in mind a maximum 13-course concentration in the inter/multidisciplinary component, and more or less equal distribution of the courses among the contributing departments. However, given the possibility of misinterpretation, Professor Jendyk indicated a willingness to have the two sample programs removed from the report. Accordingly, an amendment was moved by Professor Johnson, seconded by Professor Engelmann,

THAT Appendices A and B be deleted.

Amendment carried.

The question was then put on approval of the APC report, as amended.

Motion carried.

5. Report of the Course and Calendar Change Committee
[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The following changes and additions were read into the record.

p.1 ANTHR 465. Change title to read: Enculturation, Cultural Transmission and Cultural Change. Change description to read: The ethnographic study of education and cultural change.

ART 233. Change Corequisite to read: Prerequisite.

p.2 ENGL 215. Change the closing phrase of the course description to read: the various genres of English literature.

ENGL 270, 275, and 284. Add Prerequisite: ENGL 215.

ENGL 290. Change Prerequisite to read: ENGL 215 and consent of the Department.

p.3 HIST 388. Note that this course is proposed for introduction in 1980-81.

p.7 R LIN 474. Change the last sentence of the course note to read: Students cannot receive credit in both R LIN 474 and 374.

p.8 R LIN 372. Change the course note to read: Francophones are advised to take LIN R 320 (Faculté Saint-Jean) but may be accommodated in R LIN 372.

It was then moved by Professor Reinhold, seconded by Professor Creore,

THAT the Report of the Course and Calendar Change Committee be approved, as amended, and excluding the courses removed for separate consideration (see below).

Motion carried.

Council then dealt with the courses removed for separate consideration.

p.2 ENGL 544. The Canadian Literary Tradition.

Professor Blodgett moved, seconded by Professor Egert,

> THAT the course title be revised to read: The English-Canadian Literary Tradition.

The amendment was intended to clarify the parameters of the new course. However, Council was reminded that the Department of English already offered a number of courses bearing the title "Canadian Literature"; that these courses were clearly identified in the Calendar as being taught by that Department, and that they were recognized as having an "English-Canadian" source.

Amendment defeated
(approval of ENGL 544 as originally submitted).

GEOG 335. Contemporary Alberta.

It was moved by Professor White, seconded by Professor DeFelice,

> THAT consideration of GEOG 335 be deferred, pending consultation between the Departments of Geography and Sociology.

Motion carried.

p.3 INT D 366. Economics of Outdoor Recreation.

It was moved by Professor Noorzoy, seconded by Professor Evans,

> THAT consideration of INT D 366 be deferred, pending consultation between the Departments of Economics and Rural Economy.

Motion carried.

p.5 PSYCO 455. Personality and Social Development.

It was moved by Professor White, seconded by Professor Munn,

> THAT consideration of PSYCO 455 be deferred, pending consultation between the Departments of Psychology and Sociology.

Motion carried.

p.9 PHIL 217. An Introduction to Catholic Philosophy. (St. Joseph's College)

St. Joseph's College submitted a written proposal that the title of PHIL 217 be revised to read: An Introduction to Christian Philosophy. However, the College was not represented at the May 16 meeting, and Council was therefore unable to determine whether the proposal represented a substantive change in the scope of PHIL 217, and whether it had any implications for courses offered by the Faculty of Arts. Accordingly, it was moved by Professor Owram, seconded by Professor Blodgett,

> THAT consideration of PHIL 217 be deferred until the next meeting.

Motion carried.

6. Report of the Arts Executive Subcommittee on the Formation of a Faculty Committee for the Scrutiny of Teaching

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

Arts Council in April 1980 accepted, with some amendments, the Executive Subcommittee Report on Procedures for the Assessment of Teaching, and referred back to the Executive the matter of a Faculty committee to assist in the implementation of these procedures (ref. item 4, AFC, 22/4/80). The May 1980 report was in response to that referral, the first recommendation in the report being put to Council on a motion by Professor McMaster (the convenor of the present subcommittee), seconded by Professor Engelmann,

> THAT a standing committee of the Faculty be struck, to be called the Committee on Teaching, with a mandatory review at the end of three years to consider the appropriateness of its continuance. The membership should include from each of the three divisions of the Faculty one student member and at least one faculty member.

Professor McMaster explained that the subcommittee did not see any conflict between the proposed Committee on Teaching and the existing Faculty Salaries and Promotions Committee, on the grounds that the COT would be dealing with the general principles and mechanisms whereby teaching may be evaluated, and that the FSPC would continue to have responsibility for the evaluation of individual performances.

Motion carried.

Professor McMaster then moved, seconded by Professor Johnson,

> THAT Recommendation 2 of the subcommittee report and its subsections be approved by Council (Recommendation 2 being addressed to the terms of reference of the Committee on Teaching).

The initial discussion centred upon the wording of Recommendation 2(a):

> (2) That the Committee on Teaching be instructed:
>
> (a) following appropriate consultation with all individual departments, to devise an element of a student assessment form that will be common to all department assessment forms within the Faculty, in accordance with Recommendation 5 in the "Report of the Scrutiny of Teaching Subcommittee." This common element should be agreed upon by December 20, so that it may be incorporated into departmental assessment forms and available for use at the end of the 1980-81 academic year.

The recommendation was based on the assumption that the common element in the assessment across departments would be confined to the student evaluations, and that the procedures would involve a written questionnaire or assessment form. However, Council was reminded that the April 1980 Faculty-approved report on the scrutiny of teaching contained no such restrictions; that the earlier document was based on the concept of multiple criteria; that cross-Faculty comparability was not confined to any one of these criteria, nor was there any stipulation of a single Faculty-wide procedure for the gathering of information. An amendment was therefore moved by Professor Shiner, seconded by Professor Asch,

> THAT in Recommendation 2(a) the wording "to devise an element of

a student assessment form that will be common to all department assessment forms" be revised to read "to devise an element of assessment that will be common to all department assessments," and that the wording "may be incorporated into departmental assessment forms" be revised to read "may be incorporated into departmental assessments."

Amendment carried.

A second amendment to Recommendation 2(a) was moved by Professor Priestly, seconded by Professor Munn,

THAT the provision for consultation be expanded to include the Faculty Salaries and Promotions Committee ("following appropriate consultation with all individual departments and the FSPC").

Amendment carried.

The first amendment to Recommendation 2(a) led to corresponding amendments to Recommendations 2(b) and 2(f). It was moved by Professor Shiner, seconded by Professor Creore,

THAT in Recommendation 2(b) the word "forms" be replaced by "information collected."

Amendment carried.

It was moved by Professor Creore, seconded by Professor Munn,

THAT in Recommendation 2(f) the word "forms" be replaced by "procedures."

Amendment carried.

Recommendation 2(h) was subject to clarification, it being noted that the intent of the recommendation was that the report of the Committee on Teaching be routed through the Executive to Arts Council.

An amendment was then moved by Professor Craig, seconded by Professor Carmichael, which constituted an addition to the terms of reference:

THAT the Committee on Teaching be instructed to review the procedure currently employed by the Arts Faculty Salaries and Promotions Committee in its evaluating individual faculty members' teaching performance, and to recommend to the faculty such changes in this procedure as would further promote teaching excellence and insure its being treated as of roughly equal importance with excellence in research.

The first vote on the amendment resulted in a tie, and a request to check the vote. The second count produced a one-vote margin in favour of the amendment, and it too was seen as requiring further verification. However, the vote was temporarily suspended, President Horowitz having joined the meeting and having been waiting to address Council (ref. item 7 below). When discussion of the amendment was resumed, Council was reminded that half of the members had indicated satisfaction with the existing FSPC procedures, but that the other half clearly had reservations whether sufficient weight was attached to teaching. Council was therefore urged to consider "whether it would be appropriate for the people who are satisfied with the present situation to deny the other half the opportunity of being enlightened and setting aside their dissatisfaction."

Amendment carried.

Motion, as amended, carried.

7. Clarification of University Budget Situation: President Horowitz
President Horowitz's first act was to congratulate Professor White, the incoming Dean of Arts, and to thank Acting Dean Abu-Laban for his contribution to the Faculty and the Deans' Council (which is an advisory body to the President). President Horowitz then referred to the difficult decisions which had to be made by the central administration as a consequence of the austere budget situation, and expressed his personal regrets that some of these had seriously affected the Faculty of Arts, which he chose to call "the heart and core of the University." President Horowitz added that the main message that he was trying to communicate to the public at large was that the University could not continue to be underfunded and still remain a quality institution; that if the provincial government was serious in its pledge to make Alberta "a centre of excellence and a brain centre in North America," it was essential that there be adequate funding to insure excellence in university teaching and research. The President noted that there had recently been some encouraging signs, such as, for example, the announcement of a matching grants fund, which would have the effect of doubling some of the monies that the University raises from non-governmental sources. He noted too that the central administration was making a sutained effort (a) to publicize the legitimate role of the University, and (b) to tap every possible source of funding. However, he suggested that the case for the University could perhaps best be made by individual faculty members who were willing to invest some time and energy in going out and talking to people about their particular discipline, and he urged members of the Arts Faculty to take the initiative in this area, say, for example, by increasing their contacts with the Edmonton M.L.A.'s.

8. Other Business

8.1 Appointment of Acting Supervisor, East Asian Language Program
Dean Abu-Laban reported for information the appointment of Professor B. L. Evans of the Department of History as Acting Supervisor of the East Asian Language Program (replacing Professor H. J. Jones, who is going on leave).

8.2 Executive Committee Replacements [ref. item 3, AFC, 22/4/80]
Dean Abu-Laban reported that the results of the recent Faculty-wide election had now been tabulated and that Professors D. R. Owram of the Department of History and J. Sybesma-Ironside of the Department of Art and Design had been declared elected to serve three-year terms on the Arts Executive Committee, effective September 1, 1980.

9. Adjournment
By general consent, the meeting was adjourned at 12:10 p.m.

Chairman.

REPORT OF THE MAY 1980 MEETING OF THE FACULTY OF ARTS COMMITTEE ON ACADEMIC STANDING

1.1 Recommended for the Dr. John MacDonald Gold Medal in Arts

ROLAND VICTOR STURM	EDMONTON

1.2 Recommended for the Degree of Bachelor of Arts (General)

UKWENGA AZOR AHANOTU		EDMONTON
WAYNE ALVIN ANDERSON		EDMONTON
ANDREW BRENT ANDRESSEN		WETASKIWIN
KEVIN DOUGLAS ANSTEY		NEWFOUNDLAND
WENDY ANN ANTONIUK		EDMONTON
KENNETH IAN ARMOUR		ST. ALBERT
CHARLES JAMES ASHBEY		ATHABASCA
THOMAS PATRICK ASHMORE		EDMONTON
TIMOTHY ALAN ASHMORE		EDMONTON
LORRAINE MARIE ASSALY		EDMONTON
MARILYN DOROTHY BALDWIN		VERMILLION
MARCIA LYNN BARRY		EDMONTON
SHARON LESLEY BATTEN		ST. ALBERT
CATHIE JANE BAYNTON		EDMONTON
LAURA ANNE BELZIL		VIKING
SHEILA JEANNE BENOIT		BRITISH COLUMBIA
PETRA BIALLAS		FORT SASKATCHEWAN
ANNA BISCOE	DISTINCTION	EDMONTON
MARIA ELIZABETH BISSON-MONTPETIT		EDMONTON
KATHERINE LOUISE BLAKE		EDMONTON
DAVID GIBBARD BLAXLEY		EDMONTON
LYNDSEY ANN BOOTH		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

EDWARD EUGENE BOSSLER		EDMONTON
VAUGHN JEFFERY BOWLER	DISTINCTION	EDMONTON
EDWARD BOYKO		EDMONTON
CLIFFORD NORMAN BREITKREUZ		EDMONTON
HEATHER JOAN BROWN		BONNYVILLE
KEVIN BRADLEY BRUBAKER		EDMONTON
REECE SCOTT BRUMMET		EDMONTON
MARK DAVID CAMPBELL	DISTINCTION	EDMONTON
VIOLET THERESA CARDINAL		ST. PAUL
BRENDA CARLSON		EDMONTON
DANIEL PATRICK JOSEPH CAVANAGH	DISTINCTION	EDMONTON
LEANNE MARGUERITE CHAHLEY		EDMONTON
JACK MANG FU CHAN		HONG KONG
CECIL HENRY CHANDLESS		ROCKY MOUNTAIN HOUSE
SUSAN CHERYL CHANYI	DISTINCTION	EDMONTON
HEATHER ANNE CHEESMAN		EDMONTON
RITA FOON NUI CHOW		LETHBRIDGE
DIANA CHUNG		EDMONTON
MARY TERESA CHURCHILL		EDMONTON
KATHLEEN ANN CONNELLY		EDMONTON
ARND ALEXANDER FREDERICK CONRADI		EDMONTON
SHIRLEY CONWAY		RED DEER
BRUCE WILLIAM COOKSON		LACOMBE
JANET JOANNE COVEY		EDMONTON
VAUGHN FRANCIS COX	DISTINCTION	EDMONTON
SUSAN ELIZABETH CRANDALL	DISTINCTION	EDMONTON
MARYBELLE CRUIKSHANK		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

BRADLEY ROBERT CULVER	DISTINCTION	EDMONTON
PAUL THOMAS CURRIE		EDMONTON
COLIN LAWRENCE DALY		EDMONTON
ROBERT THEODORE DANELESKO		FORT SASKATCHEWAN
DIANE MICHELE DAVID		EDMONTON
STEPHANIE PATRICE DAVIS	DISTINCTION	EDMONTON
ROLF STRATFORD DAWSON	DISTINCTION	EDMONTON
ANNA DE LUCA		EDMONTON
IGNATIUS CAMILLUS DE SILVA		EDMONTON
JACOB WILLIAM DE VRIES		EDMONTON
JOSEPH NICHOLAS DEBRINSKI		EDMONTON
DOMENIC DICURZIO		EDMONTON
SUSAN ROSEMARIE DMYTRASH		ST. PAUL
DOUGLAS RANDOLPH DREVER		EDMONTON
PETER GERHARD DRIEDGER		LETHBRIDGE
PATRICIA ANNE TRAINOR DROPE		EDMONTON
MARGARET JOYCE DURNIN		EDMONTON
DEBRA LEA ELENIAK	DISTINCTION	EDMONTON
AUDREY MONICA ENDERL		EDMONTON
ROBERT ANTHONY ENGELS	DISTINCTION	EDMONTON
MORRIS LANCE ERTMAN		EDMONTON
BRIAN DAVID EVANS	DISTINCTION	CALGARY
ANNALISA CARLA FACCHIN		EDMONTON
WILLIAM FAIST		EDMONTON
EDITH SANDRA FEARON		EDMONTON
CAROL ANNE FEDUN	DISTINCTION	EDMONTON
RICHARD JOHN FEEHAN		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

MICHAEL WILLIAM FISHER		EDMONTON
ERIC PETER FLECK		EDMONTON
ADA PO CHU FOK		HONG KONG
YIN LING SERENA FOK		HONG KONG
MARGARET ANNE FOSTER		SHERWOOD PARK
VINCENT JEAN GALLANT		EDMONTON
JOHN STUART GAUNT		EDMONTON
ELMER NELSON GHOSTKEEPER		PADDLE PRAIRIE
ELIZABETH CATHARINE GIBBS		EDMONTON
LAWRENCE PETER GILLEVET		ONTARIO
DAVID WAYNE GLEN		EDMONTON
MARIUS ANTONY SRIKANTHA GNANASIHAMANY		EDMONTON
NORMAN LLOYD GODDARD		EDMONTON
BRENDA JANE GOETTEL	DISTINCTION	EDMONTON
JACQUELINE PHAIK SOOI GOH		SHERWOOD PARK
HARRIET RUTH GORHAM	DISTINCTION	EDMONTON
SANDRA GAY GOSNELL		EDMONTON
STEPHEN LOUIS GOSS	DISTINCTION	VERMILION
CLARK EDMUND GOULD		EDMONTON
RICHARD MARTIN GREEN	DISTINCTION	EDMONTON
DONALD EDWARD GRIER		CALGARY
LAUREN THERESA GRIFFIN		SHERWOOD PARK
LAURA GAY GRIFFITH		EDMONTON
DINAH MONICA GUDJURGIS	DISTINCTION	EDMONTON
FRANCOISE MARIE PAULE GUERAND		EDMONTON
RENO RAYMOND GUIMOND		HINTON

Recommended for the Degree of Bachelor of Arts (General) cont.

LORNE MASON GUNTER		EDMONTON
ELIZABETH LUCILE HAASE	DISTINCTION	EDMONTON
KIRBY LAIRD HABKIRK		EDMONTON
GALE ANITA ROSE HACKMAN		TWO HILLS
VIVIAN GABRIELA HAFFKE	DISTINCTION	EDMONTON
KATHY MARGARET HALL		EDMONTON
MILDRED ELAINE USHER HALL		YUKON
LOREEN LEE HALLBERG	DISTINCTION	EDMONTON
DIANNE RUTH HAMMOND		QUEBEC
JANICE DIANE HAMPTON		EDMONTON
JANET DARLENE RUBY HANSEN		EDMONTON
KAREN DIANE HANSEN		EDMONTON
DOROTHY JEAN HARRIS		EDMONTON
GORDON RICHARD HARRIS		EDMONTON
MAEVE HAUCK		CALGARY
LES~~LIE~~ MICHAEL HAWRYLYSHYN		EDMONTON
CHERYL ANNE HEARD		SHERWOOD PARK
ANDREW DAVID HEGGIE		EDMONTON
ROBERT DUNCAN HEGGIE	DISTINCTION	EDMONTON
MEGAN JANE HERBERT	DISTINCTION	EDMONTON
MICHAEL HEINZ HERTWIG-JAKSCH	DISTINCTION	EDMONTON
CAMERON HAROLD HILL		LLOYDMINSTER
TRUDY ANNE HILL		EDMONTON
DOUGLAS BRIAN HOLMAN		EDMONTON
ROBERT MICHAEL HORNE		EDMONTON
IRENE ELIZABETH HOSTYN		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

CINDY LOU HOWRISH		VEGREVILLE
BOHDAN HRYNYSHYN		EDMONTON
TRAVIS HALL HUCKELL	DISTINCTION	EDMONTON
ALISON JOAN HUGHES	DISTINCTION	CALGARY
KAREN-MAE DOROTHEA HUGHES		EDMONTON
BRAD SCOTT HUNTINGTON		EDMONTON
MOHAMED ALI IBRAHIM		EDMONTON
SHAHNAZ IBRAHIM		EDMONTON
ADELE JUNE JAMES		EDMONTON
ELAINE KATHLEEN JASTER		EDMONTON
GORDON ALFRED JENSEN	DISTINCTION	CAMROSE
KATHERINE ANNE JEWELL		EDMONTON
BYRON PETER JOHNSON		EDMONTON
HARRY JACOBUS HENRICUS JONG	DISTINCTION	ST. ALBERT
MICHAEL THOMAS KALITA		PEACE RIVER
MARILYN ANNE KASIAN		CALGARY
MICHAEL JAMES KAVANAGH		BRITISH COLUMBIA
IONA JEAN KENNEDY	DISTINCTION	ST. ALBERT
ROBERT ANDREW KENYON		EDMONTON
LYNNE DAISY KINASCHUK		EDMONTON
ALEXANDER PETER KINASEWICH		EDMONTON
BETTY CORINNE KOCH		EDMONTON
KATHERINE ADRIANA KOCH		EDMONTON
JOHN MICHAEL KOMANCHUK		MEDICINE HAT
NORMAN THEODORE KOPF		EDMONTON
LISA MARY KOSTEK	DISTINCTION	EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

GORDON PERRY KOTYK	DISTINCTION	FORT SASKATCHEWAN
NATALIE ENID KOZUB	DISTINCTION	EDMONTON
MARY ALICE KRAMER		SASKATCHEWAN
GRANT AMBROSE KROETSCH		CAMROSE
LOUELLA KUBBERNUS		EDMONTON
MARILYN CONSTANCE KUHLMANN		EDMONTON
JOEY CHUN KWONG LAM		RED DEER
DARLENE LAURETTE LAMBERT		LEDUC
GREGORY JAMES LAMBERT		MEDICINE HAT
KELTIE RAE LANG		CORONATION
KIRK LOUIS LANG		LIBERIA
ANDREW CAREY LAPA		BRITISH COLUMBIA
SAI KIT ALBERT LAW		EDMONTON
LORRAINE PATRICIA LAZARUK	DISTINCTION	EDMONTON
LAURIER LIONEL LEPINE	DISTINCTION	FORT SASKATCHEWAN
LOLITA YUET SHAN LEUNG		EDMONTON
THOMAS JEFFERSON LEVANG		EDMONTON
MARGARET ANN LINTON		EDMONTON
VITO FRANCO LOCONTE		EDMONTON
RUTH WATSON LOW		EDMONTON
JEANNETTE DOLORES LUCAS		EDMONTON
DAVID JOHN LUHOWAY		VEGREVILLE
HILARY ANNETTE LYNAS		EDMONTON
BRUCE GORDON MACDONALD	DISTINCTION	EDMONTON
DUNCAN ROLAND MACDONALD		EDMONTON
MARGARET MARY MACDONALD		SASKATCHEWAN
NEIL ANDREW MACDONALD		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

REGINALD SOMERLED MACDONALD		TWO HILLS
RODERICK MALCOLM MACFARLANE		EDMONTON
SUSAN JANET MACLURE		EDMONTON
ANTHONY MATHEW MADRO		EDMONTON
CHARLENE LORRAINE MAH		EDMONTON
STAN MAH		EDMONTON
CARLENE MARIE MALYCHUK		EDMONTON
HELENA WUI-HING MAN		EDMONTON
SHARON LYNN MARCUS		UNITED STATES
MARGARET CATHERINE MATHESON		EDMONTON
SHANNON ELAINE MAYNARD		EDMONTON
RHONA MARGARET MCADAM		EDMONTON
ROBERT DAVID MCARTHUR		EDMONTON
ISOBEL ANNE MCBLANE		FORT SASKATCHEWAN
SHAUNDA LYN MCCANN		EDMONTON
WILLIAM LAWRENCE MCELHANNEY		EDMONTON
MARY CLARE MCGOEY		EDMONTON
KIM ROBERT MCKENZIE		VEGREVILLE
MARGARET WENDY MCLAUGHLIN		CALGARY
STELLA NANCY MCLEISH	DISTINCTION	EDMONTON
JUDY ANN MCLEOD		CALGARY
MAYLENE SHAROL MCMILLAN		SASKATCHEWAN
JOHN WALTER MERZ		EDMONTON
DONNA GAYE MICHAEL		EDMONTON
FJOLA LEIGH MILLER		MANITOBA
KEVIN ZANE MILNER		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

MARY CATHERINE MONCRIEFF		EDMONTON
JEFFREY PETER MOORE		SHERWOOD PARK
DONNA LYNN MORRIS	DISTINCTION	CALGARY
SHAUNA RUTH MORTON		WHITECOURT
DONNA MARIE MOSKALYK		EDMONTON
TERRY MICHAEL NACIUK		EDMONTON
KERRY LEE NAGATA	DISTINCTION	CALGARY
ALVA MAE NEEHALL		EDMONTON
ALEX WAI MAN NG		HONG KONG
ANNE JOAN ROSEMARY NIELD		EDMONTON
DANIEL EDWARD PAUL NORRIS		EDMONTON
SUZANNE IRENE MARIE NOYES		EDMONTON
ELEAZAR ENYRIBE NWACHUKWU		EDMONTON
JOHN GERARD O'DONNELL		EDMONTON
DARLENE ANNE O'NEILL		EDMONTON
EVELYN KAUSS ONCIUL		EDMONTON
UCHENDU EUGENE ONOKALA		EDMONTON
WALFRIED HUBERT ORT		EDMONTON
GLEN GARTH ORTT	DISTINCTION	BRITISH COLUMBIA
KAREN MAXINE OSADCHUK	DISTINCTION	EDMONTON
LYNN MARGARET OSTAFICHUK		EDMONTON
RICHARD JAMES PARENT		EDMONTON
GRAZIA (GRACE) PARROTTA	DISTINCTION	EDMONTON
J. GREGORY R. PAULSEN	DISTINCTION	EDMONTON
LAUREL COLLEEN PEEL		EDMONTON
DAVID JAMES PERRY		EDMONTON
MARIA PIA PETRETTA		BRITISH COLUMBIA
DEBORAH SHARON PLATO		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

ANITA POMIETLARZ		EDMONTON
KAREN POMIETLARZ		EDMONTON
AGNES WING-MAN POON		EDMONTON
JULIA WAIJAN POON		EDMONTON
DONNA JOANNE POPIKAITIS		EDMONTON
WILLIAM ARTHUR POTTER		EDMONTON
KEVIN JAMES POWELL		EDMONTON
JOHN PRAST		VIKING
WANDA PRATHER		ST. ALBERT
ALAN JOHN PYSAR		EDSON
ALISON READ		EDMONTON
JAMES ROSS REEKIE		EDMONTON
ALAN WILLARD REESE		EDMONTON
RICHARD FRANK REIMER	DISTINCTION	EDMONTON
KAREN EVA M. RICHTER		EDMONTON
JOYCE ALEXANDRA RIDDELL		EDMONTON
JAMES FREDERICK RITTER		EDMONTON
MONIQUE ROBITAILLE		EDMONTON
ALVIN ANDY ROPCHAN		VEGREVILLE
KENTIGERN ALOYSIUS ROWAN		EDMONTON
KENNETH MICHAEL ROWE	DISTINCTION	EDMONTON
BRENDA ANNA RUSNAK		EDMONTON
GAIL ANNE RYDMAN		EDMONTON
NEIL SAIGAL		EDMONTON
SURJIT KAUR SANDHU		EDMONTON
BRENDA LYNN SAPIEHA		EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

MAUREEN PHYLLIS SAUNDERS		EDMONTON
DAVID MICHAEL SCHNEIDER		EDMONTON
CAROL ELEANOR SCHOOLEY		EDMONTON
JANET DAPHNE MARY SCHWEGEL	DISTINCTION	EDMONTON
SUSAN HAINES SECORD		EDMONTON
SUSAN JANE SHANTZ		EDMONTON
PHILIP ALAN SHERIDAN		EDMONTON
ROXANA LYNN SHULHA		EDMONTON
ROBERT DAVID SINCLAIR		EDMONTON
JOHN FREDERICK MCNICOLL SISSON		EDMONTON
BARBARA JANICE SKINNER		EDMONTON
TERRY EDWARD SLEMKO		EDMONTON
CHRISTINE MARY SMITH		EDMONTON
CRAIG BRYAN SMITH		CARDSTON
THOMAS EARL SMITH		EDMONTON
ANONLEE DEVIKA SMYLSKI		EDMONTON
GORDON DENNIS SOMBROWSKI	DISTINCTION	BRITISH COLUMBIA
VALERIE ANN KATHERINE SOMMER	DISTINCTION	CAMROSE
LISA SORENSEN		EDMONTON
MARILESE BESSIE SPRINGMAN		ONTARIO
CRAIG ROBERT STANIFORTH		RED DEER
MICHÈLE STANNERS		EDMONTON
ROBERT ARUNDEL STEELE		EDMONTON
LESLIE JOY STEPHENSON		EDMONTON
LINDA ANN MATCHETT-STEVENS		NEW BRUNSWICK
JOANNE ALBERTA STILES	DISTINCTION	EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

PENELOPE JEAN STILES		EDMONTON
HERBERT HARLEY STOECK		EDMONTON
KAREN YVONNE STRACH		EDMONTON
LARRY MAX STREICHER		OLDS
PAMELA FAYE STROUD		CALGARY
ROLAND VICTOR STURM	DISTINCTION	EDMONTON
BRUCE ALEXANDER TAIT		EDMONTON
ALI MOHAMMED TARRABAIN		EDMONTON
BETTY JEAN TAYLOR	DISTINCTION	EDMONTON
JEAN LOUISE TELFER		ST. ALBERT
IDA TENNESSEN		EDMONTON
HAROLD A.W. THIELE		EDMONTON
LEONARD NEIL THOM		EDMONTON
PATRICK EDWARD TOTH		EDMONTON
CATHERINE MARY TRAUTMAN		EDMONTON
CATHY KAR WAI TSANG		HONG KONG
EMIL TUBINSHLAK		EDMONTON
JANICE LESLIE TURNER		EDMONTON
KEITH DOUGLAS TURTON		EDMONTON
CRAIG DEAN ULVELAND		EDMONTON
DOREEN MARY USISKIN		EDMONTON
DAVID JOSEPH WACHOWICH	DISTINCTION	EDMONTON
ROBERT JOHN WACHOWICH		EDMONTON
DEBORAH ELAINE WALKER		EDMONTON
LAWRENCE WILLIAM WALTER	DISTINCTION	EDMONTON
LYDIA DIANE WEDDERBURN	DISTINCTION	EDMONTON

Recommended for the Degree of Bachelor of Arts (General) cont.

LUELLA ESTHER MAY WEETMAN		EDMONTON
NICHOLAS PETER ALBERT WESTERA		EDMONTON
KEITH MALCOLM WESTLUND		EDMONTON
CAROL ISABEL WHITEHOUSE		STETTLER
TERENCE GEORGE WHITNEY		SHERWOOD PARK
KIPLING BLAIR WIESE	DISTINCTION	LACOMBE
DOROTHY MARGARET WIRCH		EDMONTON
TRACY DAWN WOLD		EDMONTON
JOHN BRADLEY WOLFF		EDMONTON
KATHERINE ANNE WOODMAN		EDMONTON
ROBIN ADAIR WORTMAN		EDMONTON
KWOK-YUEN WU		HONG KONG
ROXANNA YURKO		VEGREVILLE
HAL ISADORE ZALMANOWITZ		EDMONTON

1.3 Recommended for the Douglas E. Smith Gold Medal

JEFFREY LYNN FAIRLESS	WESTLOCK

1.4 Recommended for the Degree of Bachelor of Arts (Special)

BARBARA GAIL ACKROYD	DISTINCTION	EDMONTON
NEENA AHLUWALIA		LETHBRIDGE
JAMES ANTHONY ALLARD	DISTINCTION	EDMONTON
CINDY SUE AWID		EDMONTON
PETER STEWART BERTLES	DISTINCTION	EDMONTON
DANIEL MARCELLO BIOCCHI		QUEBEC
CHARLES FREDRICK CHRISTIAN BÖSECKE	DISTINCTION	EDMONTON
KATHLEEN JEAN BOYCE		LETHBRIDGE

Recommended for the Degree of Bachelor of Arts (Special) cont.

SCOTT KERR BRICKER		ST. ALBERT
JEFFREY RUSSEL BULLIED		CALGARY
BARBARA RUTH CAMPBELL	DISTINCTION	EDMONTON
GLENDA ANNE CAMPBELL	DISTINCTION	CALGARY
JEREMY GABRIEL CARR		EDMONTON
BRIAN GEORGE CHALUT		EDMONTON
KATHYRN SUSAN CHOPIK		EDMONTON
LORRAN DALE CLARK		EDMONTON
IRENE MARIE COLLARD		EDMONTON
COLLEEN ANN CONNELLY		EDMONTON
DEANNA GAYLE CROZIER		BARRHEAD
CARLA DAWN CUMMING		EDMONTON
BONNIE D'AOUST		EDMONTON
DENNIS BRUCE DENIS		EDMONTON
ROSEMARIE KATRIN DETTLAFF		EDMONTON
CAROL SUSAN DIGNAM	DISTINCTION	ONTARIO
MICHAEL ENAHORO		NIGERIA
JOHN HAMILTON ENNIS		EDMONTON
CINDY ANNE ERKAMP		EDMONTON
JEFFREY LYNN FAIRLESS	DISTINCTION	WESTLOCK
TIMOTHY JOSEPH FEEHAN		EDMONTON
KAREN LYNN FETTIG	DISTINCTION	EDMONTON
IAN THOMAS FISCHER		EDMONTON
JAMES LAWRENCE FORREST	DISTINCTION	EDMONTON
ALBERT SAMSON FRANK	DISTINCTION	EDMONTON
SUSANNE GILCHRIST	DISTINCTION	EDMONTON

Recommended for the Degree of Bachelor of Arts (Special) cont.

MAURICE FRANK GINZER		CALGARY
MORRIS BASIL GOLDEN		GRANDE PRAIRIE
LESLIE WILLIAM GORDICHUK		EDMONTON
MARA MONIQUE GRAY		EDMONTON
MICHAEL ALLEN GREEN	DISTINCTION	QUEBEC
JULIE ANNE GRENIER	DISTINCTION	EDMONTON
TUULA INKERI HEINONEN		EDMONTON
COLLEEN TERESA HIERATH		RAYMOND
JOHN PETER HENRY HOVEY		SHERWOOD PARK
MARGARET MARY HUISMAN		EDMONTON
CAROL RUTH JACKSON		INNISFAIL
CHRISTOPHER WARREN HENRY JACKSON		EDMONTON
CATHERINE ELAINE JANKUNIS		LETHBRIDGE
RUSSELL KALINOWSKI		EDMONTON
ANNE KATHLEEN MARY KELLY	DISTINCTION	EDMONTON
JANET KATHRYN KELLY	DISTINCTION	EDMONTON
SYLVIA ANN KOSTYK KING-FARLOW		EDMONTON
ERROLL LYNN KITT		EDMONTON
WAYNE MICHEAL KONDRO	DISTINCTION	EDMONTON
JOHN ALLAN KOSOLOWSKI	DISTINCTION	ONTARIO
ANNIE LEN LEE		BANFF
KATHLEEN ANNE MARSHALL		EDMONTON
DAVID RIBER MATHIESON		CALGARY
MONICA JEAN MATZELLE		CALGARY
GARY ALEXANDER MCGOWAN		EDMONTON
ANDREW WILBERT MCPHEE		EDMONTON
DAVID ALLAN MCWHINNIE		EDMONTON

Recommended for the Degree of Bachelor of Arts (Special) cont.

FRANÇOISE MARIE MELOCHE		ONTARIO
MARY KATHLEEN MITCHELL-JENSEN	DISTINCTION	EDMONTON
MALGORZATA HALINKA MOZDZENSKA		EDMONTON
DAVID JOHN NEVILLE		BONNYVILLE
ROBERT JAMES ONYSCHUK		EDMONTON
CARMEN LYNN OTKE		EDMONTON
DONOVAN THOMPSON PLUMB	DISTINCTION	EDMONTON
LAURIE JENNIFER RAMPLING		EDMONTON
GREGORY ALAN ROBB		CALGARY
DANA LEE ROMAN		ST. ALBERT
ANDREW STANLEY ROZNICKI		EDMONTON
RONALD ARTHUR SCHNEIDER	DISTINCTION	EDMONTON
PAMELA JEAN SEATON	DISTINCTION	EDMONTON
MARY-ELLEN SELBY		EDMONTON
ADAM RICHARD SINGER	DISTINCTION	EDMONTON
CHERYL ANNE YVONNE SMITH		EDMONTON
SUSAN APRIL SONTAG		DEVON
RANDALL GLENN SWIDINSKY		EDMONTON
WAI SZE		EDMONTON
SHEUNG KIN WINNIE TAM		HONG KONG
WILLIAM JOSEPH TATARCHUK	DISTINCTION	EDMONTON
JOHN DAVID TOOGOOD		FORT MACLEOD
JAMES PIERRE TOUSIGNANT	DISTINCTION	EDMONTON
ROBERT JOHN TRUEMAN		EDMONTON
LINDA ANN WALTER		EDMONTON
RUTH MIRIAM WEINTRAUB	DISTINCTION	LETHBRIDGE
ARTHUR HEINZ WENNGATZ	DISTINCTION	CALGARY

Recommended for the Degree of Bachelor of Arts (Special) cont.

MARILYN KATHERINE ZIBROWSKI WHITE		EDMONTON
DONALD GEORGE WHYTE		VERMILION
HELEN LLOY WIESE		WESTLOCK
JEFFREY ALAN WILDMAN		EDMONTON
WESLEY JOHN WILSON	DISTINCTION	EDMONTON
RONALD HANS WOLLENWEBER		EDMONTON
CHUNG PAK WONG		HONG KONG
PETER JOHN WONS		EDMONTON

1.5 Recommended for the Special Certificate (equivalence of B.A. Special)

ARUNKUMAR SAMUEL ABRAHAM		LLOYDMINSTER
MATTHEW GRANT CHAPMAN		EDMONTON
BOB ALAN CHORNEY		EDMONTON
DARRELL ERWIN CROSWELL		EDMONTON
SHANNON EILEEN DAY		EDMONTON
SUNNY AZIKIWE MIKE EBEGBUZIE		NIGERIA
ADEL AMINE FLEIHAN		EDMONTON
JOHN ADRIAN HART		EDMONTON
BRUCE FRANKLIN HUGHSON	DISTINCTION	EDMONTON
CALVIN DON KLONTZ		EDMONTON
EUGENE ANTHONY LANG		EDMONTON
MURRAY KENNETH LINDMAN	DISTINCTION	EDMONTON
TRUDY MAE LINKE		EDMONTON
GARY LAWRENCE LYONS		EDMONTON
DARIA VERA LUCIW-MARKEVYCH		EDMONTON
JAMES NEIL MUNRO		EDMONTON
TONI-ANNE LEE ONISKO		EDMONTON

Recommended for the Special Certificate (equivalence of B.A. Special) cont.

SANDRA JEAN PLUPEK		EDMONTON
DAVID JOHN REES		EDMONTON
GLENN ALAN ROLLANS	DISTINCTION	EDMONTON
MARIJAN SALOPEK		EDMONTON
JEROME STEPHEN SZABO		EDMONTON
IVAN TODOSIJCZUK		EDMONTON
BARBARA LORRAINE TOMPKINS		EDMONTON
TONY DAVID TRAFICANTE		EDMONTON
PAUL CARVER WOLF		CALGARY
MARIANNA YUK-KEI WONG		HONG KONG

1.6 Recommended for the Degree of Bachelor of Arts (Canadian Studies)

PATRICIA DIANE BAKER		INNISFAIL
NINA MARIE-ANNE BARTELS		EDMONTON
DANUTA DOROSZ	DISTINCTION	EDMONTON
HAZEL (HONYA) CATHERINE SHENNAN		EDMONTON

1.7 Recommended for the Degree of Bachelor of Fine Arts (Art & Design)

MARIO BALI		ONTARIO
ESTHER CECILIA BOEHM		EDMONTON
MARIE PATRICIA BORUTSKI		ST. PAUL
JANE LESLEY PATRICIA BROADBENT		EDMONTON
DEBRA JANE CHENIER		ONTARIO
MARGARET ELIZABETH CLOUGH		ONTARIO
ILA RAE CRAWFORD	DISTINCTION	EDMONTON
ROBERT MONROE EDWARDS		EDMONTON
DONALD RAYMOND MITCHELL	DISTINCTION	EDMONTON

Recommended for the Degree of Bachelor of Fine Arts (Art & Design) cont.

LEILA MARIA NACHTIGALL	EDMONTON
JOHN ARNETT NELSON	EDMONTON
LESLIE LOUISE SHARPE	EDMONTON
DAVID MICHAEL VERESCHAGIN	EDMONTON
BLAKE WILLIAM WARD	EDMONTON

1.8 Recommended for the Degree of Bachelor of Fine Arts (Drama)

LAUREL BLAKEMAN	EDMONTON
KELLY LEE HANDEREK	MEDICINE HAT
GERARD ARMAND LEPAGE	EDMONTON
RICHARD DOUGLAS REID	EDMONTON
BRENT ALLISON THOMAS	EDMONTON
JOHN BRANDON WILLETT	EDMONTON
STEPHEN WILLIAM YURKEWICH	ONTARIO

1.9 Recommended for the Degree of Bachelor of Music

EILEEN KAREN ARMSTRONG	DISTINCTION	EDMONTON
JOANNE SONJA BOYCHUK	DISTINCTION	FORT SASKATCHEWAN
LILLIAN SIBIGA BUCKLER		EDMONTON
MARGARET LOUISE BUNKALL		SHERWOOD PARK
ANNETTE ELAINE BUSENIUS		CAMROSE
WILLIAM FREDERIK CHRISTENSEN		CALGARY
WILLIAM CHARLES DAMUR		EDMONTON
PHILLIP MURRAY DINEEN	DISTINCTION	EDMONTON
RICHARD DOUGLAS FOSSEY		EDMONTON
LYNN PATRICIA HIMMELMAN		NOVA SCOTIA

Recommended for the Degree of Bachelor of Music cont.

DOUGLAS BRADFORD HIRON		LEDUC
ANDREE LOUISE LEMIEUX		EDMONTON
IVAN CHARLES MAST		EDMONTON
HELVE SASTOK	DISTINCTION	EDMONTON
JOYCE VIVIAN PIERSON SMITH		EDMONTON
BRIAN ROBERT THURGOOD		SHERWOOD PARK

SPECIAL CASES

DIANE MICHELLE DAVID

CAS recommends that she be allowed to graduate with two and a half free options in her program. She was allowed two free options on transfer to this faculty from the Faculty of Rehabilitation Medicine, but a further seven half courses were not allowed for credit. Due to some inaccurate information given to her by the Program Office she found herself with only fourteen and a half courses at the end of the 1979/80 session.

CATHERINE JANE BAYNTON

The Committee on Academic Standing recommends that Miss Baynton be permitted to graduate, notwithstanding a single term course deficiency in Fine Arts. The Committee decided that Dance 270 (formerly a required course in the B.F.A. (Drama) program) could be recognized as a single-term Fine Arts course, which together with Drama 251 would meet the requirement. Miss Baynton was admitted with ten full course equivalent advance credits and was granted this concession to obviate the requirement for her to take six courses in the second term of this session.

YVONNE TERRY STRICKLAND

Mrs. Strickland was admitted in December 1976 with seven and a half course credits from two American universities. She has taken a further eight and a half courses at this university, including a non-credit course to make up a matriculation deficiency. Her grade point average on these courses is 4.8. CAS recommends that she does not receive a degree on the grounds that she has not met the 5.0 average in courses taken in this faculty. It should be noted that if four courses were counted from her previous university training in America, she would have a G.P.A. of 5.0.

Students who failed to meet requirements for their degree:

B.A. (Special)

MOHAMED S. ATTA - failed single-term course

~~ROSS CAMPBELL GORDON~~ - ~~failed single-term course~~

JUDY CHUI-WAH LEUNG - failed single-term course in area of concentration

CHRISTOPHER PAUL O'BRIEN - failed probation, not to continue in Arts

ROBERT IVOR PETERSON - failed single-term course

LAWRENCE DAVID PITCHER - failed single-term course in area of concentration

DONALD E. POTKINS - failed single-term course

CORLIE DAWN PURVIS - failed full term course in area of concentration

PATRICK N. PYPER - failed single-term course in area of concentration

KELLY YVONNE SCHMIDT - failed full term course in area of concentration

CATHERINE BIK-YUE YAU - failed single-term course in area of concentration

B.A. Special Certificate

DERICK KENNY ACKLOO - failed full term course in area of concentration

WILLIAM ANTHONY OSADCHY - failed single-term course

RANDY BRUCE WILLIAMS - failed single-term course in area of concentration

B.A. Canadian Studies

ELIZABETH A. JARVIS - failed single-term course in area of concentration

Bachelor of Fine Arts (Art & Design)

SAMUEL BRENT ROBINSON - failed single-term course

B.A. (General)

ELSA GASPAR BIERNAT - failed single-term course

SANDY SIU-MAN CHAU - failed single-term course in area of concentration

LOUISELLE DAIGNEAULT - failed single-term courses

FU YUEN FONG - failed single-term course, Category B

RALPH KING HOLE - failed single-term course

DANIEL NICHOLAS JANAKAS - failed two single-term courses in area of concentration

TARA R. JONES - failed single-term course in area of concentration

THOMAS WILLIAM MAHER - failed to meet graduation average

RONALD V. MOLSBERRY - failed single-term course in area of concentration

DAVID ALAN MORRISSEY - failed single-term course

VAUGHN EDWARD MUNRO - failed required language other than English

~~JEFFREY BOWMAN SMITH~~ - ~~failed two single-term courses~~

JAMIE LAUREL STANLEY - failed single-term course in area of concentration

DANNY RICHARD STOJANOWSKI - failed required language other than English

YVONNE TERRY STRICKLAND - failed to meet graduation average (special case)

MITCHELL M. TARR - failed two single-term courses in area of concentration

~~LUANA DEBORAH YARUSIEWICH~~ - ~~failed single-term course~~

BEREND JAN VAN RAALTE - failed single-term course

ARTS FACULTY HONORS COMMITTEE REPORT - MAY 1980

1.1 Recommended for the Governor General's Gold Medal

Name	Specialization
BOSCHEL, Lesley Patricia	Romance Languages

1.2 Recommended for the Degree of Bachelor of Arts with First Class Honors

Name	Specialization
BOSCHEL, Lesley Patricia	Romance Languages
BOSETTI, Shelley Ann Marie	History
BURTON, Joan Roberta	Romance Languages
CARNIE, Morag Jean	English
COATES, Margaret Elizabeth	Political Science
COGLON, David	Classics
DERK, Carol Elizabeth	Music
DUBINSKY, David Frederick	Philosophy
DUNK, Thomas William	Anthropology
HALL, Lorna Ellen	Psychology
HANNEMANN, Nancy Jo-Ann	Anthropology/Religious Studies
LONGWORTH, Robert Lawrence	Geography
MACGREGOR, Debra June	English
MASSIAH, Christopher Grey	Economics
MILLER, Peter George	English/French
PAULSEN, Mark Gerard	English
PESEK, Mark Eric	Psychology
REESOR, Kenneth Alan	Psychology
REIMER, Ronald Clifford	History
ROSS, David Francis	Psychology
RUTHVEN, Carol Lynn	Political Science
SCAPILLATO, Tim John	History
SCHULTZ, Barbara Friedericke	French/German
SELLER, Susan Gail	English
SIMAK, Douglas Brian	Philosophy
SIMMER, David	Economics
VALENTA, Eva Danielle	Romance Languages
WYNGAARDEN, Susan Marie	Sociology
YOUNG, Diane Elizabeth	English

1.3 Recommended for the Degree of Bachelor of Arts with Honors

Name	Specialization
BECKER, Bruce Dale	Psychology
BODNAR, Garry George	English
BRICKER, Neil Mark	Psychology
BRIDGE, Pippa Josephine	Linguistics
DMITRIUK, Nadya	Slavic Languages
FAIRBROTHER, Roberta Ann	English
FARMER, Marilyn Joy	Economics
GERLICH, Michael James	Economics
GREENAWAY, James Edward, Jr.	Economics
HAUKEDAL, Craig Cyril	Economics
JUDGE, Joan Evangeline	Comparative Literature
KIRI, Edith Anna	Romance Languages
MCNISH, Bradford Robert	Sociology
MULEK, Dale Wayne	Economics
NICHOLAS, Bonnie Jean Elisabeth	English
NOLAN, Carla Esther	Drama
PIENING, Brian Michael	English
RIDDELL, Robert John	English
STANG, Gerald Peter	Economics
STEWART, William Frederick	History
TRAJ, Kathleen Mary	Romance Languages
WALSH, Meagan Anne	Economics
WARD, Warren Alexander	English
YOUNGREN, Bruce Kenneth	Psychology

1.4 Recommended for Arts Faculty Honors Prizes

Name	Specialization
CARNIE, Morag Jean	English
HANNEMAN, Nancy Jo-Ann	Anthropology/Religious Studies
PAULSEN, Mark Gerard	English
SCHULTZ, Barbara Friedericke	French/German

REPORT OF THE FACULTY OF ARTS ACADEMIC PLANNING COMMITTEE

ON

INTERDISCIPLINARY and MULTIDISCIPLINARY PROGRAMS

Introduction: At the beginning of this academic year, two proposals for multidisciplinary programs were referred to the newly constituted Academic Planning Committee. In evaluating these submissions, the Committee felt obligated to examine in some detail the existing Policy and Procedures for the approval of Interdisciplinary and Multidisciplinary programs as defined in the report of the previous APC and approved by Arts Council 1/11/77. A natural outcome of this examination has been the preparation of this report, the purpose of which is to clarify and interpret the terminology of the policies and principles of the original report, and to facilitate the evaluation, approval and implementation of meaningful and educationally sound interdisciplinary and multidisciplinary programs. This report, therefore, supersedes the 1977 report.

Definitions

The essence of the interdisciplinary and multidisciplinary program is specialization by breadth, but some depth is implicit in the opportunity to acquire knowledge and understanding of a particular area or topic not normally studied through a traditional subject of concentration or through a single department.

Interdisciplinary ('inter'='between'): a well defined and articulated area of study which is of or between two or more disciplines or branches of knowledge. An interdisciplinary approach combines into a new synthesis the perspectives of the disciplines which it borders. Example: BIOMEDICAL ENGINEERING. Some depth as well as breadth is implied since, to acquire an understanding of biomedical engineering, it is necessary to acquire knowledge about aspects of medicine as well as engineering.

Multidisciplinary ('multi'='many'): the coordination or integration of several (at least three) disciplines or branches of knowledge for the purpose of providing a more thorough analysis and understanding of certain issues or areas of study. The phenomenon to be studied is complex and diffuse. Depth is found in the detailed understanding of that phenomenon rather than in a single discipline. Example: CRIMINAL BEHAVIOUR, which would bring together and integrate the perspectives of such disciplines as sociology, psychology, economics and law.

An area studies program, as one kind of multidisciplinary program, is designed to bring about a better understanding of a particular geographic area and the people who live in it. Example: SPANISH-AMERICAN STUDIES, which would examine the language, the literature, the art, the history, the political system, the economic conditions, etc.

Specific and clearly defined topics afford another type of multidisciplinary study. Example: THE RENAISSANCE as a particular epoch requiring consideration of languages, literature, art, philosophy, social and economic conditions, etc.

Policy and Principles

1. An interdisciplinary or multidisciplinary program may be used as a subject of concentration for students seeking a B.A. Special (4 year) degree and does not require a new degree. The interdisciplinary or multidisciplinary topic should be recognised through a notation on the degree parchment.

2. Implicit in the concept of interdisciplinary and multidisciplinary programs is rough equality of course distribution between or among the contributing departments. An over-riding principle should be the planning of a well-balanced program which affords meaningful study of the topic. The number of courses available for the interdisciplinary or multidisciplinary topic therefore becomes significant. The combination or integration of two or more disciplines suggests that to require both principal and secondary subjects of concentration of the standard kind is unnecessary. The B.A. Special degree program requirements should be modified to combine principal and secondary subjects of concentration into a single subject of concentration which is the interdisciplinary or multidisciplinary topic or area of study.

3. The B.A. Special degree program requires a minimum of 5 courses and a maximum of 8 courses in the principal subject of concentration, and a minimum of 4 with a maximum of 5 courses in the second subject of concentration. The combined minimum of 9 and maximum of 13 courses is pedagogically sound and exemplifies a well balanced program. The subject of concentration for interdisciplinary and multidisciplinary programs should maintain this balance by requiring a minimum of 9 and a maximum of 13 courses.

4. The need for balance among contributing disciplines in interdisciplinary and multidisciplinary programs has already been emphasised. Nevertheless, even these programs require a disciplinary base. A program structure must be provided which recognizes both of these considerations. The precise distribution of courses among contributing departments is dependent on the needs and demands of a specific program, and on the courses available. However, a minimum of 4 courses should be required in at least one of the contributing departments, and no more than 6½ courses should be permitted in any one of the contributing departments (see appended Sample Programs).

5. Since it might be deemed essential for a particular interdisciplinary or multidisciplinary program to include courses offered by other Faculties, up to two approved full course equivalents from outside of the Faculties of Arts and Science (as per the existing regulation for the B.A. Special degree) should be admitted as contributions to the subject of concentration.

6. The Faculty and University should be prepared to make a financial commitment to facilitate interdisciplinary and multidisciplinary developments. Additional counselling may have to be provided and departments may need to be compensated for their contributions of staff to such programs. In some cases additional staff may have to be appointed. The legitimacy in the abstract of claims for financial support can be assessed at the level of program approval. However, concrete requests for specific funds for a particular program is a matter for negotiation between a department and the Dean's Office.

cont.......

7. There is no need for an elaborate administrative structure located in the Dean's office. Each new program should be administered by an interdepartmental committee or by a departmental committee with representation from contributing departments; the chairman of such a committee would report to the appropriate Associate Dean. For the Faculty Salaries and Promotions Committee, any such Chairman would receive credit for time spent in this capacity.

9. Each new interdisciplinary or multidisciplinary program should be reviewed after the first 5 years of operation.

10. Criteria and requirements for the approval of an interdisciplinary or multidisciplinary program have been defined and are attached.

Respectfully submitted,

S.H. Arnold
K.A. Fettig
T.F. Hartnagel
K.A. Ivany
M. Jendyk (Chairman)
R.S. Macdonald
R.M. Neilsen
T.L. Powrie
R.A. Shiner
U. Trumpener

May 1980

Report of the Faculty of Arts Academic Planning Committee

Criteria and Requirements for the approval of Interdisciplinary and Multidisciplinary Programs

The following guidelines/questions are provided as a basis for the submission and evaluation of a program:

I. The Need and Support for the Program

1. Objectives for the program.
2. How does the proposed program contribute to the intellectual balance of the curriculum of the University?
3. Is the need being adequately met in other accessible institutions?
4. Is there a degree of overlap with existing programs in this University?
5. Concrete evidence of support for the program:
    (a) from individual professors in the departments concerned and from department chairmen (names and written support required);
    (b) from the community (persons and governments) where appropriate;
    (c) from prospective students (estimates of numbers);
    (d) provide documented indication of the size of market for graduates of the proposed program, where appropriate; OR, an argument for its validity either as a terminal undergraduate program or as preparation for graduate study.

II. Academic Requirements and Current Resources

1. Present sample programs of courses, showing existing courses and the new courses required (if any) within the requirements for a B.A. Special degree program modified to allow for a single subject of concentration (minimum 9 maximum 13 courses).
2. Justify the need for the new courses required and specify the costs of the staff, present or new, for these courses.
3. Comment on the adequacy of library holdings for the proposed program and, if required, indicate the nature and cost of needed library materials.

III. Administration

1. How would the administrative committee be constituted?
2. What counselling services would be required and how would they be provided?

IV. Funding (if required)

1. Present a total budget for the first three years of the program.
2. Indicate possible and committed sources of outside funding and sources of inside funding (including a statement on which courses could be offered by the Evening Credit Program).

Appendix A

Academic Planning Committee: Sample Multidisciplinary Programs

The following 'fanciful' sample programs are presented by the APC as examples of multidisciplinary programs within the B.A. Special degree program modified to allow for a single subject of concentration (min 9 max 13 courses). Junior course pre-requisites are included in the subject of concentration requirements.

SAMPLE PROGRAM #1: B.A. Special Multidisciplinary Study of Marx and Marxism

Year 1

Junior English
Lab. Science
Fine Arts
German 100 or 200
Poli Sci 201/202

Year 2

Pol Sc 300 Comparative Political Systems; Pol Sc 310 History of Political Thought
Phil 348 Political Philosophy
Hist 200 or 201
Econ 201/202
Option

Year 3

Pol Sc 341 Soviet Government; Pol Sc 342 Problems of Soviet Government
Phil 345 Philosophy from Descartes to Kant; Phil 347 ...from Kant to Russell
Econ 394 Political Economy of the New Left; Econ 403 Hist. of Economic Thought
Hist 309 or 310 History in nineteenth/twentieth centuries
Option
Option

Year 4

Pol Sc 414 Theories of Politics; Pol Sc 417 Revolution and Social Change
Hist 325 Imperial Russia; Hist 326 The Soviet Union
C. Lit 365 Literature and Society; Phil 458 Adv. Social & Political Philosophy
Option
Option

Other possible History courses = Hist 413;414;434;447

Principal Subject courses:

German (1) Pol Sci (4) Phil ($2\frac{1}{2}$) Econ (2) Hist (3) C.Lit ($\frac{1}{2}$)

Academic Planning Committee: Sample Multidisciplinary Programs

SAMPLE PROGRAM #2: B.A. Special in Latin America Area Studies

Year 1

Junior English
Lab. Science
Fine Arts
Spanish 100
Econ 201/202

Year 2

Anthro 377 Afro-American Society and Culture
Econ 313/314 Economics of Developing Countries
Span 300
Hist 391 Colonial Latin America; Hist 392 Modern Latin America
Option

Year 3

Span 350/355 South American Literature - XIXth/XXth C
C. Lit 355/366 Comparative Studies in Traditional and Post Colonial Literatures
Fren 100 or 200 (could be Portugese if available)
Geog 442 Middle America; Geog 443 South America
Option

Year 4

Pol Sci 478 Problems of Latin American Politics; Pol Sci 479 Politics of Latin America
Hist 495/496 Topics in Latin American History to/since 1950
Span 450 Topics in South American Literature; Anthro 478 Adv. Studies in Latin American Indian Communities
Option
Option

Other possible Anthropology courses: 411;412;414;426;
Other possible History courses: 493;494

Principal Subject courses:

French (1) Span ($3\frac{1}{2}$) Econ (2) Anthro ($1\frac{1}{2}$) Hist (2) Pol Sc (1) C.Lit (1) Geog (1)

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE: APRIL 1980

The following material has been examined by the Committee and is recommended for Council's approval and inclusion in the 1981-82 Calendar. Where specified, it is proposed that some of the new courses and course changes be implemented in 1980-81.

1. ANTHROPOLOGY
   A. New Courses
      ANTHR 421. Revitalization Movements in Anthropological Perspective. *3 (either term, 3-0-0). The anthropological study of emerging religions; the relation of revitalization movements to social, political, and economic conditions.

      ANTHR 465. The Ethnology of Education and Cultural Change. *3 (either term, 3-0-0). The comparative study of enculturation and culture change. Prerequisite: ANTHR 202 or 307, or 325, or 350, or 355. Note: Formerly part of INT D 416.

   B. Course Cancellation
      INT D 416. Anthropology and Education.

2. ART AND DESIGN
   Course Changes
   ART 232. Visual Fundamentals. Add to Note: Full course offered in the First Term.

   ART 233. Visual Fundamentals. Add Note: Full course offered in the Second Term.

   ART H 659. Directed Readings in Art and Design. Change weight to read: *6. Delete: either term.

   Note: The changes are proposed for implementation in 1980-81.

3. CANADIAN STUDIES
   Course Change
   CANST 301. Regional Perspectives in Canadian Intellectual Development. Change hours to read: 1-2s-0. Add to Prerequisites: , 6) C LIT 371, 372, 471.

   Note: The change is proposed for implementation in 1980-81.

4. CHINESE
   Editorial Changes
   CHINA 403. Advanced Readings in Modern Chinese I. In course description, change spelling of "Lu Shun" to "Lu Xun."

   CHINA 404. Advanced Readings in Modern Chinese II. In course description, change spelling of "Ren Min Jih Pao" to "Ren Min Ri Bao."

5. EAST EUROPEAN AND SOVIET STUDIES
   Course Change
   INT D 446. Eastern Europe: A Travel Study Course. Delete from end of Note: two countries. Substitute: one or more countries.

EAST EUROPEAN STUDIES (cont.)

44.12.2 After Division's course listings, add following Note: For additional courses relating to the Soviet Union and Eastern Europe, see also entries under Comparative Literature, Economics, Educational Foundations, Geography, History, Philosophy, Polish, Political Science, Russian, Slavics and Ukrainian.

Add new Section (unnumbered) before Section 44.40: Soviet Studies - see East European and Soviet Studies, 44.12.

6. ECONOMICS

New Course

INT D 366. Economics of Outdoor Recreation. (see Interdisciplinary Studies)

7. ENGLISH

A. New Courses

ENGL 215. Introduction to the Study of Literature. *3 (either term, 3-0-0). A close reading of significant works of prose and poetry in English, to introduce the student to the most effective ways of understanding the various genres of literature. Three essays will be required. Note: This course is prerequisite to ENGL 270, 275, 284 and 290. Formerly part of ENGL 260 and 265.

ENGL 540. The Theory and Practice of Expository Writing. *6 (3-0-0). Note: Restricted to students in the Postgraduate Diploma Program.

ENGL 541. Forms of English Prose. *6 (3-0-0). Note: Restricted to students in the Postgraduate Diploma Program.

ENGl 542. Forms of English Poetry. *6 (3-0-0). Note: Restricted to students in the Postgraduate Diploma Program.

ENGL 543. Forms of English Drama. *6 (3-0-0). Note: Restricted to students in the Postgraduate Diploma Program.

ENGL 544. The Canadian Literary Tradition. *6 (3-0-0). Note: Restricted to students in the Postgraduate Diploma Program.

B. Course Cancellations

ENGL 260. Studies in the Earlier English Literary Tradition.
ENGL 265. Studies in the Later English Literary Tradition.

8. GEOGRAPHY

A. New Courses

GEOG 335. Contemporary Alberta. *3 (either term, 3-0-0). A geographic perspective on the diverse problems facing the rapidly-growing province of Alberta.

GEOG 365. Geography of Energy Resources. *3 (either term, 3-0-0). Geographic perspective on components and characteristics of renewable and non-renewable energy resources including their physical and spatial aspects, transportation, environmental impacts, energy use and conservation.

GEOG 366. Water Resources in Developing Countries. *3 (either term, 3-0-0). The role of water in developing countries, especially in Asia, South America and Africa. Present and projected water requirements, demand and use, rural and urban supplies, quality, health, sanitation and decision-making.

GEOGRAPHY

New Courses (cont.)

GEOG 416. Introduction to Latin America. *3 (First Term, 3-0-0). Characteristics of the human impact on the Latin American landscape. Note: Formerly part of GEOG 442, not to be taken by students with credit in that course or in 443.

GEOG 417. Contemporary Latin America. *3 (Second Term, 3-0-0). A study of problems in the development of modern Latin America as a geographic region. Note: Formerly part of GEOG 443, not to be taken by students with credit in that course or in 442.

B. Course Change

GEOG 542. Seminar on Latin America. Change title to read: Seminar in the Geography of Latin America. Change description to read: Topics vary from year to year. Delete Note.

C. Course Cancellations

GEOG 442. Middle America.
GEOG 443. South America.

9. HISTORY

A. New Courses

HIST 312. Diplomatic History of Modern France. *3 (either term, 3-0-0). A study of France's foreign relations and colonial policy with emphasis on the period since 1870.

HIST 313. Social History of Modern France. *3 (either term, 3-0-0). An examination of the changes in French society since the Revolution.

HIST 317. France in Revolution, 1760-1870. *3 (either term, 3-0-0). An introduction to the history of France from the origins of the French Revolution to the downfall of Napoleon III. Note: Formerly part of HIST 320, not to be taken by students with credit in that course.

HIST 318. France Since 1870. *3 (either term, 3-0-0). An introduction to political, economic and social developments in France from the Third to the Fifth Republic. Note: Formerly part of HIST 320, not to be taken by students with credit in that course.

HIST 388. Twentieth Century China. *3 (either term, 0-3s-0). The history of China from the Boxer Revolt to the present.

HIST 440. Topics in Modern European Social History. *3 (either term, 0-3s-0).

B. Course Cancellations

HIST 320. France.
HIST 321. Modern Italy.

10. INTERDISCIPLINARY STUDIES

A. New Course

INT D 366. Economics of Outdoor Recreation. *3 (either term, 3-0-0). Economic implications of outdoor recreation resource development and use. Prerequisite: ECON 201 or equivalent; ECON 202 recommended. [Rural Economy, Economics, Forest Science and Recreation Administration]

B. Course Change

INT D 446. Eastern Europe: A Travel Study Course. See Report #5 above - East European and Soviet Studies.

C. Course Cancellation

INT D 416. Anthropology and Education. (see new course ANTHR 465)

11. LINGUISTICS

42.3(a)(ii) Classification and Selection of Courses
Insert in course listings (before 307): Linguistics 304.

12. PHILOSOPHY

A. Course Changes

PHIL 341. Greek Philosophy. Add Prerequisite: PHIL 230 or 240 or any 300 level course or consent of the Department.

PHIL 343. Medieval Philosophy. Add Prerequisite: PHIL 341 or consent of the Department.

PHIL 384. Philosophy of Law II. Change Prerequisite to read: PHIL 240 or 230 and 239, or consent of the Department.

B. Course Cancellations

PHIL 335. History of Ancient Logic.
PHIL 337. History of Medieval Logic.

13. POLITICAL SCIENCE

A. Course Changes

POL S 385. The Development of Western European Politics and Government. Change number to 485. Add Note: Formerly POL S 385.

POL S 472. Government and Politics of China. Change number to 372. Change description to read: An introduction to political institutions, political events and processes in contemporary China. Add Note: Formerly POL S 472.

POL S 473. Politics in the Middle East. Change number to 373. Add Note: Formerly POL S 473.

POL S 474. Asian Politics: India to Indonesia. Change number to 374. Add Note: Formerly POL S 474.

POL S 480. The Politics of Sub-Saharan Africa. Change number to 381. Add Note: Formerly POL S 480.

B. Course Cancellations

POL S 385.
POL S 472.
POL S 473.
POL S 474.
POL S 480.

Note: The changes and cancellations are proposed for implementation in 1980-81.

14. PSYCHOLOGY

A. New Courses

PSYCO 358. Cognitive Psychology. *3 (First Term, 3-0-0). Surveys theoretical and empirical approaches toward issues in human cognition. Topics include: nature of mental representation; influence of knowledge on perception, comprehension, and memory; information processing; psycholinguistics; artificial intelligence. Prerequisite: PSYCO 260. Note: Formerly part of PSYCO 465 [in Science Calendar].

PSYCHOLOGY

New Courses (cont.)

PSYCO 454. Perceptual and Cognitive Development. *3 (either term, 3-0-0). The development of the ability to process information from the environment. Attention, memory, and concept formation in infants and young children. Prerequisite: PSYCO 353 or consent of the instructor. Note: Formerly PSYCO 354, not to be taken by students with credit in that course.

PSYCO 455. Personality and Social Development. *3 (First Term, 3-0-0). Surveys theories of social development and research on these topics: social behavior in infancy, family and peer relations, social learning processes, development of aggression, morality, prosocial behavior, sex roles and social cognition. Prerequisite: PSYCO 353 or consent of the instructor.

PSYCO 458. Advanced Cognitive Psychology. *3 (Second Term, 3-0-0). Focus on discussing published research in a particular area of human cognition using theoretical and methodological evaluative criteria. Opportunity for supervised research. Prerequisites: PSYCO 309, and 358 or 362, and consent of the instructor. Note: Formerly part of PSYCO 465.

B. Course Cancellations

PSYCO 321. Psychology Applied to Business and Industry.

PSYCO 354. Perceptual and Cognitive Development in Infants and Children.

Note: The new courses and cancellations are proposed for implementation in 1980-81.

15. ROMANCE LANGUAGES

A. New Courses

FREN 390. Introduction to Children's Literature in French. *3 (either term, 3-0-1). A survey of children's literature in French especially designed for future teachers of French. Prerequisite: any 300-level French or French-Canadian course except the 300-level reading courses. Note: Normally restricted to Faculty of Education students. Arts students require permission of the Department to take this course.

FREN 400. Comparative Stylistics: French-English. *6 (3-0-0). Prerequisite: R LIN 375 or consent of the Department. Note: Formerly R LIN 400. Not open to students with credit in R LIN 400, or having credit or registered in Faculté Saint-Jean CA FR 421 or 422.

FREN 515. Advanced Exercises in Translation: French into English. *3 (either term, 3-0-0). Prerequisite: FREN 415.

FREN 516. Advanced Exercises in Translation: English into French. *3 (either term, 3-0-0). Prerequisite: FREN 416.

Note: FREN 390, 515, and 516 are proposed for introduction in 1980-81.

ITAL 321. Contemporary Italian Novel, before 1945. *3 (either term, 3-0-0). Selection of representative major writers. Prerequisite: ITAL 200 or 300. Note: Formerly part of ITAL 320.

ROMANCE LANGUAGES

New Courses (cont.)

ITAL 322. Contemporary Italian Novel, post-Second World War. *3 (either term, 3-0-0). Selection of representative major writers. Prerequisite: ITAL 200 or 300. Note: Formerly part of ITAL 320.

ITAL 331. Contemporary Italian Short Stories, before 1945. *3 (either term, 3-0-0). Selection of representative major writers. Prerequisite: ITAL 200 or 300. Note: Formerly part of ITAL 330.

ITAL 332. Contemporary Italian Short Stories, post-Second World War. *3 (either term, 3-0-0). Selection of representative major writers. Prerequisite: ITAL 200 or 300. Note: Formerly part of ITAL 330.

ITAL 361. Italian Theatre up to the Eighteenth Century. *3 (either term, 3-0-0). Comedy of the sixteenth century and the theatre of the seventeenth century. Prerequisites: ITAL 321, 322, 331 and 332, or consent of the Department. Note: Formerly part of ITAL 360.

ITAL 362. Italian Theatre from the Eighteenth Century to the Present. *3 (either term, 3-0-0). From Goldoni to Pirandello. Prerequisites: ITAL 321, 322, 331 and 332, or consent of the Department. Note: Formerly part of ITAL 360.

ITAL 370. Introduction to the Renaissance. *3 (either term, 3-0-0). Selections from Lorenzo il Magnifico, Bembo, Ariosto, Machiavelli, Castiglione, Michelangelo, Tasso. Prerequisites: ITAL 321, 322, 331 and 332, or consent of the Department. Note: Formerly ITAL 365.

ITAL 376. Nineteenth Century Novel I. *3 (either term, 3-0-0). Manzoni's Promessi Sposi. Prerequisites: ITAL 321, 322, 331 and 332, or consent of the Department. Note: Formerly part of ITAL 375.

ITAL 377. Nineteenth Century Novel II. *3 (either term, 3-0-0). Nievo, Fogazzaro, Verga. Prerequisites: ITAL 321, 322, 331 and 332, or consent of the Department. Note: Formerly part of ITAL 375.

ITAL 378. Twentieth Century Italian Novel. *3 (either term, 3-0-0). Selection of representative major writers. Prerequisites: ITAL 321, 322, 331 and 332, or consent of the Department.

ITAL 379. Topics in Twentieth Century Italian Literature. *3 (either term, 3-0-0). Prerequisite: Consent of the Department.

ITAL 380. Dante's Inferno. *3 (either term, 3-0-0). Prerequisites: ITAL 321, 322, 331 and 332, or consent of the Department. Note: Formerly ITAL 480.

ITAL 381. Dante's Purgatorio and Paradiso. *3 (either term, 3-0-0). Prerequisites: ITAL 321, 322, 331 and 332, or consent of the Department. Note: Formerly ITAL 481.

ITAL 385. Short Stories of the Sixteenth Century. *3 (either term, 3-0-0). Selection of representative major writers. Prerequisites: ITAL 321, 322, 331 and 332, or consent of the Department.

ROMANCE LANGUAGES

New Courses (cont.)

ITAL 390. Boccaccio's Decameron. *3 (either term, 3-0-0). Prerequisites: ITAL 321, 322, 331 and 332, or consent of the Department.

ITAL 395. Advanced Composition. *3 (either term, 3-0-0). Prerequisite: ITAL 200 or 300, or consent of the Department.

ITAL 600. Topics in Thirteenth Century Italian Literature. *3 or *6 (either term, 3-0-0).

ITAL 610. Topics in Fourteenth Century Italian Literature. *3 or *6 (either term, 3-0-0).

ITAL 620. Topics in Fifteenth Century Italian Literature. *3 or *6 (either term, 3-0-0).

ITAL 630. Topics in Sixteenth Century Italian Literature. *3 or *6 (either term, 3-0-0).

ITAL 640. Topics in Seventeenth Century Italian Literature. *3 or *6 (either term, 3-0-0).

ITAL 650. Topics in Eighteenth Century Italian Literature. *3 or *6 (either term, 3-0-0).

ITAL 660. Topics in Nineteenth Century Italian Literature. *3 or *6 (either term, 3-0-0).

ITAL 670. Topics in Twentieth Century Italian Literature. *3 or *6 (either term, 3-0-0).

Note: The Italian courses listed above are proposed for introduction in 1980-81.

R LIN 360. The Structure of Romanian. *3 (either term, 3-0-0). An introduction to the phonology and syntax of Romanian with a brief consideration of its relationship to other Romance languages. Prerequisite: Consent of the Department.

R LIN 390. The Structure of Italian. *3 (either term, 3-0-0). An introduction to the phonology and syntax of standard Italian with a brief consideration of its relationship to Italian dialects. Prerequisite: ITAL 100 or consent of the Department. Note: Formerly R LIN 391.

R LIN 401. Applied Linguistics: French Phonology. *3 (either term, 3-0-0). An in-depth study of the French sound system, with an introduction to fundamental principles and methods of contrastive phonological analysis. Prerequite: R LIN 372. Note: Formerly R LIN 373.

R LIN 402. Applied Linguistics: French Morphology and Syntax. *3 (either term, 3-0-0). An in-depth study of the morphological and syntactic structures of French with an introduction to the principles and methods of contrastive grammatical analysis. Prerequisite: R LIN 375. Note: Formerly R LIN 400.

R LIN 474. The Structure of Canadian French. *3 (either term, 3-0-0). Prerequisite: R LIN 372 or 375. Note: Formerly R LIN 374. Students cannot receive credit in both R LIN 373 and 374.

ROMANCE LANGUAGES

New Courses (cont.)

R LIN 501. Topics in Applied Linguistics: French Phonology. *3 (either term, 3-0-0). Prerequisite: R LIN 401.

R LIN 502. Topics in Applied Linguistics: French Morphology and Syntax. *3 (either term, 3-0-0). Prerequisite: R LIN 402.

R LIN 503. Early Romance. *3 (either term, 3-0-0). The linguistic evolution from Latin until the appearance of the first Romance texts. Prerequisites: Two half courses in Romance linguistics or equivalent. Note: Formerly R LIN 505. Students cannot receive credit in both R LIN 503 and 505.

R LIN 595. Seminar in Comparative Romance Linguistics. *3 (either term, 3-0-0). Prerequisite: R LIN 503.

B. Course Changes

FR CA 450. Introduction to Nineteenth Century French-Canadian Literature.

FR CA 451. Twentieth Century French-Canadian Novel.

FR CA 465. Twentieth Century French-Canadian Poetry.

FR CA 466. Twentieth Century French-Canadian Theatre.

Change term to read: either term.

Note: The change in term for the FR CA courses above is proposed for implementation in 1980-81.

R LIN 372. French Phonetics. Delete from course description: Francophone students require permission to take this course. Add: Francophones are advised to take R LIN 320 but may be accommodated in R LIN 372.

R LIN 508. Seminar in Romanian. Change Prerequisite to read: R LIN 360.

R LIN 511. Seminar in Romance Linguistics. Change title to read: Seminar in Applied Romance Linguistics.

R LIN 570. Romance Structure: from Latin to French.

R LIN 580. Romance Structure: from Latin to Spanish.

R LIN 590. Romance Structure: from Latin to Italian.

Add: Prerequisite or Corequisite: R LIN 503.

C. Course Cancellations

ITAL 320. Contemporary Italian Novel.
ITAL 330. The "Novella."
ITAL 360. The Italian Theatre.
ITAL 365. Introduction to the Renaissance.
ITAL 375. The Nineteenth Century Novel.
ITAL 480. Dante's Inferno.
ITAL 481. Dante's Purgatorio.
ITAL 582. Dante's Paradiso.

Note: Cancellation of the above Italian courses is proposed for 1980-81.

ROMANCE LANGUAGES

Course Cancellations (cont.)

R LIN 373. French Phonology.
R LIN 374. The Structure of Canadian French.
R LIN 391. Romance Phonology: Italian.
R LIN 400. Comparative Stylistics: French-English.
R LIN 483. French Semantics.
R LIN 500. Phonology: Synchronic and Diachronic.
R LIN 505. Comparative Romance Linguistics.
R LIN 507. Romanian.

D. 43.21.2(2) Add: (b) In the principal subject a minimum of six courses is required by the Department.

16. ST. JOSEPH'S COLLEGE

Course Changes

PHIL 217. An Introduction to Catholic Philosophy. Change title to read: An Introduction to Christian Philosophy.

PHIL 301. Development of Christian Philosophy. Change description to read: A study of the thought of medieval Christian thinkers, especially Augustine and Thomas Aquinas. Change Note to read: Not available for credit with PHIL 217.

PHIL 302. Philosophy of Man. Delete from description: Not open to those who have taken PHIL 330.

PHIL 304. Philosophy of Being. Delete the Prerequisite.

PHIL 305. Ethics in Christianity. Delete the Prerequisite.

17. SLAVIC LANGUAGES

New Course

UKR 326. Ukrainian Culture. *6 (3-0-0). A survey of Ukrainian culture and civilization stressing major developments in literature and fine arts. Note: Not accepted to meet concentration requirements in Ukrainian, if the principal subject of concentration is Ukrainian.

18. SOCIOLOGY

A. New Course

SOC 474. Sociology of Mental Illness. *3 (either term, 3-0-0). Sociological aspects of mental health and illness. Includes historical perspectives, diagnostic issues, social epidemiology, and perspectives on causation and treatment.

B. Course Changes

SOC 321. Sociology of Social Problems. Delete from the Note: SOC 322.

SOC 322. Canadian Social Issues. Delete the Note.

SOC 325. Criminology. Change hours to read: 3-0-0.

SOC 327. Criminal Justice Administration. Change hours to read: 3-0-0.

SOC 343. Collective Behavior. Change Prerequisite to read: SOC 202 or 403 or 341 or PSYCO 341.

SOC 344. Public Opinion and Mass Communication. Change description to read: Factors involved in the formulation and assessment of public opinion; the role of the media in mass communication. Emphasis on Canadian society. Change Prerequisite to read: SOC 202 or 403 or 341 or PSYCO 341.

SOCIOLOGY

Course Changes (cont.)

SOC 361. Social Organization. Add to Prerequisite: or 403.

SOC 425. Research Problems in Criminology. Change hours to read: 3-0-0.

SOC 427. Juvenile Delinquency. Change hours to read: 3-0-0.

SOC 428. Criminal Careers. Change hours to read: 3-0-0.

SOC 461. Sociology of Art. Delete Note.

SOC 463. Sociology of Professions. Add to Prerequisite: or 403.

SOC 475. Advanced Social Gerontology. Change title to read: Advanced Sociology of Aging. Change description to read: In-depth examination of selected theoretical approaches, methodological issues and topics of substantive concern in the study of aging and the aged.

SOC 476. Selected Topics in Sociology of Religion. Change title to read: Religion and Societies. Change description to read: A comparative survey of the major world religions in interaction with the socio-economic and political structures of various societies.

SOC 605. Seminar in Teaching Skills. Change title to read: Seminar in Teaching and Professional Skills. Change weight and term to read: *3 (either term, 0-3s-0).

C. Course Cancellation

SOC 606. Seminar in Professional Skills.

May, 1980

Report of the Arts Executive Subcommittee on the formation of a faculty committee for the Scrutiny of Teaching

At its meeting of April 22, 1980, following the discussion and adoption of the "Report of the Scrutiny of Teaching Subcommittee of the Arts Executive Committee," Arts Faculty Council passed the following motion:

> That departments be instructed to draw up a procedure for their own department by March 1, 1981.

The force of this motion was to ensure that departmental procedures be available for use at the end of the 1980-81 academic year. A further motion to implement the recommendations of the Report was then put:

> That a faculty standing committee be established to co-ordinate the implementation of departmental scrutiny of teaching mechanisms, and that there be student representation on that committee.

After some discussion as to whether an ad hoc committee might be a more appropriate body to implement the recommendations of the Report, there was a motion to refer:

> That the matter of a faculty committee and its terms of reference be referred to the Executive, for consideration and recommendation at the next meeting [May 16].

The Dean struck the present subcommittee to bring forward recommendations accordingly. The subcommittee has met, and has consulted (to the extent that time has allowed) with the Arts Students' Association, as the movers of the original motion, and with the GFC committee on the Improvement of Teaching and Learning. After due deliberation, the subcommittee brings forward the following recommendations:

(1) That a standing committee of the faculty be struck, to be called the Committee on Teaching, with a mandatory review at the end of three years to consider the appropriateness of its continuance. The membership should include from each of the three divisions of the Faculty one student member and at least one faculty member.

(2) That the Committee on Teaching be instructed:

- (a) following appropriate consultation with all individual departments, to devise an element of a student assessment form that will be common to all department assessment forms within the faculty, in accordance with Recommendation 5 in the "Report of the Scrutiny of Teaching Subcommittee." This common element should be agreed upon by December 20, so that it may be incorporated into departmental assessment forms and available for use at the end of the 1980-81 academic year.

(b) by the same date to recommend appropriate procedures, for possible faculty-wide use, for the distribution, collection and processing of the forms, in accordance with Recommendation 4 on the protection of student anonymity;

(c) to maintain liaison with other committees in the university, such as the GFC committee on the Improvement of Teaching and Learning;

(d) to explore the desirability and viability of programs intended to improve the quality of teaching;

(e) to act as a clearing-house for information on approaches to the improvement of teaching devised in various departments of the university;

(f) to solicit annual reports from departments on the extent to which the assessment forms have been used, the problems and advantages connected with them, with suggestions for possible improvements. In addition departments could supply accounts of other evaluation procedures for the information of the committee and other departments;

(g) to present an annual report to the faculty on the committee's work and findings;

(h) after three years, to report to the Executive Committee, which will then decide whether there is a continuing need for the existence of the Committee on Teaching.

Respectfully submitted,

C.W. Hobart
F.C. Engelmann
J.S. McMaster (convenor)

ARTS FACULTY COUNCIL

Minutes of Meeting of August 26, 1980
2:00 - 4:30 p.m.

PRESENT: T. H. White (Chairman), R. F. Anderson, T. N. Ballin, R. Bjorhovde, W. A. Blanchard, R. L. Busch (alt. for T. Yedlin), D. J. C. Carmichael, R. Cirillo, P. Clements, E. H. Cornell, J. A. Creore, O. P. Dickason, C. Q. Drummond, E. Egert, F. C. Engelmann, B. L. Evans, N. Fetterman, A. Fisher, J. A. Forbes, J. Frascara, M. A. Gillies, M. Good, C. Gordon-Craig, K. L. Gupta, J. A. Hawkins, C. W. Hobart, F. G. Hulmes, M. Jendyk, D. C. Johnson, L. Kennedy, C. Koch, J. King-Farlow, H. Kreisel, K. J. Krotki, H. Liebel-Weckowicz, P. Lindsay, J. A. MacKenzie, W. MacNeil, G. Marahrens, J. G. Marino, D. T. Marriott, R. E. McKown, J. S. McMaster, W. Meilen, R. J. Middleditch, B. Mitchell, I. Moravcik, M. Morgan, R. G. Moyles, A. M. Munn, J. M. Nelson, R. M. Nielsen, J. Nering, D. Owram, C. T. Peacocke, T. L. Powrie, A. Prelorentzos, K. D. Prithipaul, S. M. M. Qureshi, E. Reinhold, M. Roeder, P. A. Runquist, V. Salyzyn, O. F. G. Sitwell, R. A. Silverman, R. C. Smith, R. A. Stangeland, B. Tarver, U. Trumpener, F. P. Van de Pitte, M. M. Van de Pitte, Father A. de Valk, G. Vanterpool, W. J. Watson, M. A. Whitaker, M. D. Wilkie, H. E. Wilson.

OPENING REMARKS

At the start of this, the first Faculty Council meeting under his Chairmanship, Dean White introduced the three new Associate Deans, R. G. Moyles, S. M. M. Qureshi, and E. Reinhold, the new Assistant Dean, M. Jendyk, and the new Faculty Secretary, S. McLean. Dean White indicated it would be his intention to present an annual Faculty summary at future August meetings of Council. He gave some brief remarks concerning the changes occurring at universities across Canada over the last decade vis-à-vis funding, and the internal and external roles of university faculties.

1. Agenda

   On a motion by Professor Stangeland, seconded by Professor Marahrens, the agenda was adopted as circulated.

2. Minutes of Meeting, May 16, 1980

   On a motion by Professor Engelmann, seconded by Professor Hobart, the Minutes of the May 16, 1980 meeting were approved as circulated. (Professor Krotki's name having been added to the list of those in attendance.)

3. Tributes

   The following tributes were read into the Minutes and heartily endorsed by Council. A copy will be forwarded to each of the four colleagues.

> "If we consider a wonderful person," wrote Richard Steele, "it is perplexity to know where to begin the encomium." Quite true: but since statements of tribute have a way of becoming high-flown eulogies (and therefore often prove embarrassing to their modest recipients), perhaps the best beginning is an assurance that we have not come to bury our Caesars nor do we seek to 'damn by faint praise.' If, to some, we seem excessive it is because we seek to do justice to service well-rendered; if, to others, we seem less so, it is because we encourage humility, remembering the words of Jonathan Swift:
>
> 'Tis an old maxim in the schools,
> That flattery's the food of fools;
> Yet now and then your men of wit
> Will condescend to take a bit.

With that assurance we hasten to pay our 'bit' of tribute to four of the Faculty's notable people--Miss Florence Watters, who has become Executive Assistant to the Vice-President (Academic), Dr. Charles Moore, Dr. Baha Abu-Laban, and Dr. Tom Powrie, who have returned to teaching duties.

Dr. Charles Moore served as Associate Dean of Arts (Fine Arts and Humanities) for eight years, offering a continuity of service which has enabled Deans and Acting Deans to maintain a smooth-flowing administration. For his ability to recognize a problem before it became an emergency, Dr. Moore became justifiably well-known through the Faculty: his perceptive insights, balanced judgements, attention to detail and his 'cool' composure have earned him the respect and confidence of the whole Faculty. Although there are some who would say, quite maliciously we think, that it was Charlie Moore and not Stephen Leacock who made famous the statement that "if I were founding a University, I would first found a smoking room; then when I had a little more money I would found a dormitory."

Miss Florence Watters also served the Faculty of Arts for eight years as the Faculty Secretary. Miss Watters has that rare and perfect gift which Burke ascribed to the ideal statesman: "a disposition to preserve, and an ability to improve." Her unrelenting affability and patience, her undeniable competence and her supreme good humour endeared her to her colleagues and the Faculty in general. It was to Miss Watters that, in their hour of need, the perplexed readers of Faculty regulations went, and they never turned away disappointed. "With a good secretary," someone once said, "you could govern the universe." It has been rumoured that, with Miss Watters now at his side, the new Vice-President (Academic) might be led to such ambitions.

The elegance and wit with which my colleague, Dean Moyles, has paid tribute to his predecessor, Charlie Moore, and to Miss Watters makes it a difficult act for me to follow. Yet by my humility, or lack of literary craft, I do not want the contribution of my predecessors, Baha Abu-Laban and Tom Powrie, to suffer.

Dr. Abu-Laban was Associate Dean and Acting Dean for a period of four years. Throughout this period what impressed me most, and it was shared within the Faculty generally, was his kindness, care and concern, his enormous ability to have the knowledge of the multifarious activities of the Faculty at his fingertips, to be calm and composed. The nearest he came to being flustered was, when in reaction to one of those unpleasant jobs every Dean must occasionally perform, he wrote to his colleagues: "God has decided to expose me to all aspects of this job."

Knowing what divine providence was about, Dean Abu-Laban was able to put it to the good use of the Faculty, too. When asked by the Vice-President (Academic) to cut a few positions, Baha, after serious thought, moved a big piece on the chessboard and cut Dr. Baldwin's position--he had already left the Faculty for the lofty heights of the vice-presidency.

Dr. Abu-Laban's record, in the words of one who is accustomed to assessing such work, is "a record of truly superlative achievement. By his expertise, meticulous attention to detail, and highly developed institutional wisdom, he has won for himself among Social Science chairmen the advisory role that cannot really be laid on by assignment."

Dr. Powrie had the rather difficult responsibility of jumping into the role of acting associate dean in midstream and though he occasionally forgot about committee meetings, making the committees launch a search mission, he presided with patience and his unique humour, providing his invaluable expertise to various Selection Committees, even one in the Department of Art and Design, which had to deal with bathtubs, some of which were occupied.

With these few words, though simple and plain they are, we wish to pay tribute and express our very sincere appreciation and gratitude to the four courageous and caring colleagues who did much to serve our Faculty during their stewardship.

Dean White announced the recent election to the Royal Society fellowship of Professor L. C. Green, Political Science, and Professor J. S. McMaster, English.

4. Executive Committee Report: Summer 1980

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The following items were removed for separate consideration:

4.1 External membership on the 1980-81 Faculté Saint-Jean Council

The Chairman reported that, on the recommendation of the Executive, Professor J. R. Wilson, Classics, had been approached and has agreed to serve as the Arts alternate member on the Council (Professor Krotki being the primary member).

4.2 Faculty Salaries and Promotions Committee: Election Slate for Membership from the Faculty-at-large

The Executive nominations for the election to two vacant seats were automatically before Council:

K. L. Gupta, Economics
T. F. Hartnagel, Sociology
H. T. Lewis, Anthropology
A. M. Small, Classics

It was moved by Professor Munn, seconded by Professor Qureshi,

THAT nominations cease.

Motion carried
(election by Faculty-wide ballot).

4.3 Faculty Tenure Committee: Election Slate for the Faculty panel

The Executive nominations for the election to six vacant seats were automatically before Council (four to be elected from the Fine Arts/ Humanities, and two from the Social Sciences):

B. Almon, English
S. H. Arnold, Comparative Lit.
J. Frascara, Art & Design
K. T. Holden, Slavic Lang.
F. C. Pier, Music
R. Silvester, Art & Design
J. H. Terfloth, Drama
M. M. Van de Pitte, Philosophy
R. Gruhn, Anthropology
L. W. Kennedy, Sociology
E. C. Lechelt, Psychology
J. A. Lejnieks, Political Science

It was moved by Professor Munn, seconded by Professor Marahrens,
THAT nominations cease.

Motion carried
(election by Faculty-wide ballot).

4.4 General Faculties Council Replacements

The Executive nominations for the election to two vacant seats were automatically before Council:

P. J. Cahill, Religious Studies
E. H. Cornell, Psychology
D. Fishwick, Classics
E. Mozejko, Comparative Literature
R. C. Smith, Classics

It was moved by Professor Munn, seconded by Professor Creore,
THAT nominations cease.

Motion carried
(election by Faculty-wide ballot).

4.5 Governor-General's Gold Medal Award

The Executive had received the following report from the Honors Committee:

> At the end of the academic year 1979-80 there was an error in the transmission of a grade between the instructor of a course and the Office of the Registrar. As a result of this error Morag Jean Carnie was handicapped in the competition for the Governor-General's Gold Medal awarded by the Faculty of Arts at the Spring Convocation of 1980. When the Executive of the Honors Committee reviewed the process by which the Gold Medal had been awarded, it was unable, either to distinguish between the merits of the two best candidates, or to decide which way the full committee would have voted on the issue if the correct facts had been before it. The Executive, with the authority delegated to it by the Honors Committee, therefore recommends to Council:
>
> 1. That, Lesley Patricia Boschel be confirmed as the winner of the Governor-General's Gold Medal.
> 2. That, Council, either on its own authority or by appeal to the appropriate authority within the University, award a special medal to Miss Carnie; this medal to be designated either: Faculty of Arts - Special Medal, or, University of Alberta - Special Medal, as appropriate.
> 3. That, it be noted on Miss Carnie's transcript that this medal is the equivalent of the Governor-General's Gold Medal.

Subsequent to receiving the report, the Executive passed the following

motion:

THAT, given the extraordinary circumstances surrounding the awarding of the Governor-General's Gold Medal in 1980, the Office of the Governor-General be requested to permit two medals to be awarded to the University, for 1980 only.

The Chairman reported that follow-up with the Governor-General's Office is still taking place. In order to expedite resolution of the matter, it was moved by Professor Sitwell, seconded by Professor Trumpener,

THAT the Governor-General's Gold Medal awarded to Ms. L. P. Boschel be confirmed.

THAT the negotiations currently being carried on by the Executive Committee of the Faculty of Arts relating to a second gold medal being awarded to Ms. Morag Jean Carnie continue; and, if these negotiations fail,

THAT Council follow up on recommendations 2. and 3. of the Honors Committee.

In addressing the question, Professor McMaster thought it was superfluous to confirm the awarding of the prize, because it had already been given. What is at issue, here, is whether it was given to the right person. She thought it preferable to table the first part of the motion, and to make recommendations 2. and 3. of the Honors Committee contingency plans for the Executive to follow.

Professor Sitwell, Chairman of the Honors Committee, indicated that the difficulty comes with the question of either who should have received the medal in the first instance, or whether two medals are to be awarded. His own inclination was that the two medals were being awarded, since the Committee could not make up its mind.

At the suggestion of the Chairman, Council discussed whether the motion should be split into two separate votes. The first vote would confirm Ms. Boschel as the winner of the medal, and the second vote would provide contingency action for the Dean's Office to follow. Concern was expressed that the first vote may result in a negative recommendation, which was not the intention of Council.

It was moved by Professor McMaster, seconded by Professor Creore,

THAT the current motion be tabled.

Motion carried.

It was moved by Professor Jendyk, seconded by Professor McMaster,

THAT negotiations with the Governor-General's Office for the awarding of an additional gold medal be continued. In the event negotiations are successful, THAT the additional medal be awarded to Ms. Morag Jean Carnie. In the event that negotiations are not successful, THEN Council approves recommendations 2. and 3. of the Honors Committee.

Motion carried.

Council's attention having been drawn to the remaining items in the

Executive Committee report, it was moved by Professor Smith, seconded by Professor Munn,

THAT the Executive Committee report be approved by Council (it being understood that approval of the report would also signify ratification of the Executive appointments to various standing committees of the Faculty other than those noted above).

Motion carried.

With respect to 1980-81 Faculty committee memberships, the following changes were read into the Minutes:

Academic Planning Committee--add Professor U. Trumpener, History
Library Committee--add Mr. A. Hawkins, Drama
East Asian Committee--Professor Wilson's initials are "H.E."

[A copy of the revised Faculty of Arts Committee Structure will be circulated with the Minutes of the meeting.]

5. Approval of Departmental Nominations to Arts Representative Council

It was moved by Professor Johnson, seconded by Professor Trumpener,

THAT the full Council of the Faculty approve the departmental nominations to the 1980-81 Arts Representative Council.

Department	Member(s)	Alternate(s)
Anthropology	H. T. Lewis	M. Asch
	C. Schweger	
Art & Design	Pending (2)	
Classics	T. N. Ballin	K. A. Garbrah
Comparative Literature	S. H. Arnold	
Drama	T. Peacocke	J. Dix-Hart
	J. Terfloth	
Economics	R. Cirillo	
	R. Plain	
	V. Salyzyn	
English	C. Q. Drummond	J. O. Orrell
	M. R. Legris	P. D. Clements
	J. G. Marino	E. W. R. Pitcher
	J. M. Nelson	G. D. Kelly
Germanic Languages	Pending (1)	
History	Pending (2)	
	H. E. Wilson	D. Lightner
Music	A. Fisher	F. C. Pier
	M. Roeder	
Philosophy	J. King-Farlow	B. Hunter
	R. A. Shiner	
Political Science	R. R. Gilsdorf	
	F. G. Hulmes	
Psychology	P. Swartz	D. Perry
Religious Studies	Pending (1)	
Romance Languages	M. Badir	B. Rochet
	A. Ballah	
	R. Young	
Slavic Languages	K. T. Holden	T. R. Carlton
Sociology	L. Kennedy	J. Creechan
	G. Lowe	
	W. McVey	

Motion carried.

6. May 1980 Council Deferral [ref. item 5, AFC, 16/5/80]

6.1 GEOG 335. Contemporary Alberta: A Geographical Perspective.
It was noted that consultation had taken place between the Departments of Geography and Sociology, and complete agreement had been reached. It was moved by Professor Silverman, seconded by Professor Sitwell,

THAT GEOG 335 be approved for inclusion in the 1981-82 calendar.

Motion carried.

6.2 INT D 366. Economics of Outdoor Recreation
It was noted that the proposed change was editorial in nature to permit a cross-reference of the course between the Faculties of Arts and Agriculture. It was moved by Professor Munn, seconded by Professor Moravcik,

THAT INT D 366 be approved for inclusion in the 1981-82 calendar.

Motion carried.

6.3 PSYCO 455. Personality and Social Development
It was noted that the Departments of Sociology and Psychology had agreed to a new course description for this course, and that the Department of Sociology had, consequently, withdrawn its challenge.

(New description) A review of psychological theory and research on age trends and individual differences in personality and social development.

It was moved by Professor Cornell, seconded by Professor Silverman,

THAT PSYCO 455 be approved for inclusion in the 1981-82 calendar.

Motion carried.

(Note: The course offering is proposed for implementation in 1980-81.)

6.4 PHIL 217. An Introduction to Catholic Philosophy
Father de Valk, Principal of St. Joseph's College, was present to explain the rationale for the request to change the title, it being of an editorial nature only. It was moved by Father de Valk, seconded by Professor Munn,

THAT the title of PHIL 217 be changed to read: An Introduction to Christian Philosophy.

Motion carried.

7. Committee on Academic Standing "Report on Graduates Earning Distinction With Reduced Course Loads" [ref. item 9, AFC, 28/8/79]

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.]

The Chairman reported that the revised report was before Council as a result of instructions given to the CAS at the August 29, 1979 Council to reconsider the recommendation contained in their report. Professor Runquist, the outgoing Chairman of the Committee, indicated in the covering letter to the report:

> The enclosed report presents the results of the Committee on Academic Standing's investigation of graduates in the B.A. (General) and B.A. (Special) programs who earned Distinction with reduced course loads. The investigation was instigated at the request of Arts Council to

provide evidence on the number and quality of students who would be affected if our proposal to restrict the award to full-time students was adopted. The results showed that the effect of such a restriction would have reduced the overall number of students awarded Distinction in recent years by about 50%; of the students who would have been ineligible, however, at least 30% had some legitimate reason for taking a reduced course load; furthermore, of the students who would have been affected, almost half had attained very high final grade-point averages, i.e., 7.8 or higher. The proposal was rejected by the Committee as discriminating on the basis of these last two findings.

The report also presents a new proposal, one that would change the basis on which the average required for Distinction is determined. The proposal was intended to ensure that students who have achieved a high grade-point average have done so fairly, and not, for example, by simply replacing one or more failed courses with others in which much higher grades were obtained, as is illustrated on the next page. It also makes the requirement for Distinction more stringent for students in the B.A. (Special) and B.A. (Canadian Studies) programs than for students in the B.A. (General) program, rather than less as it is at present.

The report (and recommendation) of the CAS was put to Council on a motion by Professor Runquist, seconded by Professor Egert, that Arts Council ask GFC for permission to make the following specification for its B.A. (General), B.A. (Special), and B.A. (Canadian Studies) programs (which constitutes an amendment to the General University Regulations (Calendar, 16.4.3)).

THAT the B.A. (General), B.A. (Special), and B.A. (Canadian Studies) degrees with Distinction be awarded to students who achieve a grade-point average of 7.5 or higher over all courses beyond the first five full course equivalents.

A Council member remarked that the issue of inflation of marks, as mentioned early in the report, should also be examined by Council. This topic could be taken up and examined by the Faculty's new Committee on Teaching.

Professor Reinhold commented that the discussion in the report, in addition to the previous point, also centred on the difficulty of actually determining what criteria are to be used in awarding distinction. Contrary to existing regulations, the proposed motion appears to be more open-ended, i.e., it specifies over all courses beyond the five full course equivalents and includes courses failed, courses taken extra to the degree, unless specifically stated at the time of registration, etc.

Professor Reinhold added that, in another instance in which grade average is considered (graduation), the SPO holds specifically to those courses that contribute towards the award of a degree. It would be concluded, then, that the award of distinction is something unrelated to the degree program, i.e., other criteria are being considered. One of the problems, that has beset the evaluation of what is to be used for determining distinction, is the selection of courses. In the past, SPO has had to decide which 10 courses in the B.A. (General) program would determine distinction. Now, it would be more advantageous to decide which five of the first courses are to be excluded, although some specifications would have to be given.

Professor Runquist affirmed that different criteria are to be used to determine distinction than for graduation. An evaluation is to be made on excellence of performance over the tenure of the student.

Dr. Blanchard pointed out that the motion, as it stood, was deficient in its intention in that it does not have the exclusionary statements in points 1. and 2. on page 5 included. [1. All courses beyond the first year would include both failed courses, and courses taken extra-to-the-degree that were not clearly specified as extra at the time of registration. 2. The courses excluded from the final average on which Distinction is based would be the first five full course equivalents, regardless of level.]

Following further discussion, the mover and seconder agreed to amend the motion to formally read:

> WHEREAS the Arts Faculty Council, at its August 26 meeting, received the report of the Arts Faculty Committee on Academic Standing on Graduates Earning Distinction with Reduced Course Loads; and WHEREAS the Arts Faculty Council approved the recommendation of the Committee that the B.A. (General), B.A. (Special), and B.A. (Canadian Studies) degrees with Distinction be awarded to students who achieve a grade point average of 7.5 or higher over all courses attempted beyond the first five full-course equivalents completed; BE IT RESOLVED that General Faculties Council be requested to amend Section 16.4.3 of the University Regulations (Degrees with Distinction), accordingly.

In response to a question, it was noted that the statement in the Calendar regarding B.F.A. and B. Mus. programs would stand unchanged.

The motion was put and carried.

8. Report of the Course and Calendar Change Committee: August 1980

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only. The Minutes do not necessarily reflect the specific order of Council's discussion, the debate being summarized in the context of the page numbers of the report, and in terms of whether or not the course proposal proved to be contentious.] On behalf of the Committee, it was moved by Professor Munn, seconded by Professor Engelmann,

> THAT the August 1980 Report of the Course and Calendar Change Committee be approved by Council.

The following changes and additions were read into the Minutes:

p. 1 DRAMA 605.	Change number to 665.
p. 2 DRAMA 323.	Delete "in improvisation" from course description.
p. 3 GERM 407.	Title should read: History of New High German.
p. 4 GERM 300.	Title should read: German-English Contrastive Linguistics.
p. 5 PHIL 339.) PHIL 340.)	Note should read: Formerly part of PHIL 354.
p. 5 PHIL 333.) PHIL 334.)	Note should read: Formerly part of PHIL 348.
p. 6 PHIL 365.	In course description "ethomethodology" should read "ethnomethodology." "Haberman" should read "Habermas."

p. 6 Add 8.C Course cancellations.
PHIL 354. Ethics.
PHIL 348. Political Philosophy.
p. 7 RELIG 347. In course description add "Testament" after "New."
RELIG 358. Title should read: The Institutes of John Calvin.
In course description "Institute" should read "Institutes."

The following items were removed for separate consideration:

p. 7 Religious Studies: New courses: 347, 350, 356, 357, 358, 359.

The question was put on approval of the report, as amended, and excepting the courses removed for separate consideration.

Motion carried.

Items removed for separate consideration
p. 7 RELIG 347, 350, 356, 357, 358, 359.

It was moved by Father de Valk, seconded by Professor Johnson,
THAT consideration of RELIG 347, 350, 356, 357, 358, 359 be deferred pending proper consultation with St. Joseph's College.

Father de Valk, Principal of St. Joseph's College, in addressing the question, indicated that the first four courses overlapped course offerings within St. Joseph's College, and the last two courses appropriated the names of courses within the discipline of the College. Also, there was no consultation on the proposed changes. In his opinion, proper procedure had not been followed prior to presenting the new course offerings to Council for approval.

Professor Prithipaul, Chairman of the Department of Religious Studies, responded that his department has the mandate from the Board of Governors to offer courses in Christian history and Christian tradition. He did not believe any principles within that mandate were being violated. He urged Council not to defer consideration, since these courses were part of a total reorganization of the program offerings in the department.

Professor Reinhold recommended that the agreement between the Faculty and St. Joseph's College on the approval of new courses be reviewed to determine whether the procedures for consultation could be more clearly stated. Professor Frascara added that the issue at hand had more to do with the relationship existing between the Faculty and the College, than with the content of course offerings within the Faculty.

The Chairman quoted from a document, addressed to GFC Executive from the past Dean of Arts, Dr. Abu-Laban, that defines the working relationship between the Faculty and St. Joseph's: "I can now report that the Faculty and the College appear to have reached agreement on their functional relationship. The Faculty has reaffirmed its long-standing role as the University's agency for approving courses proposed by St. Joseph's College (where Arts options are concerned, that is). This relationship--which provides the College with the full integration so vital to it as it works with the primary Faculty of its affiliation--is predicated on the understanding that (a) St. Joseph's has no intention of impinging on the Faculty's

departments in the courses it will seek to give (by which is meant, entering into direct competition by offering equivalent courses or usurping areas that can legitimately be said to belong to a given department), and (b) insofar as the acceptability of new courses is concerned, St. Joseph's is willing to submit itself unreservedly to established Faculty procedures for handling competing departmental interests." He concluded there were no clear guidelines to indicate that communication on course approval goes one way only. Established Faculty procedures for handling jurisdictional disputes permit consultation between disputing departments. He thought that perhaps it was necessary for Council to establish a precedent for subsequent relations between the Faculty and the College. Professor Hobart stated that to defer approval of the courses may set the precedent that the Department of Religious Studies should seek the approval of the College before submitting courses to the Faculty for approval.

Following further discussion, the motion was put and defeated.

It was moved by Professor Morgan, seconded by Professor Reinhold,

> THAT RELIG 347, 350, 356, 357, 358 and 359, as cited in the August 1980 Course and Calendar Change Committee Report, be approved for inclusion in the 1981-82 calendar.

Motion carried.

It was moved by Professor Peacocke, seconded by Mr. Hawkins,

> THAT the Dean be instructed to seek clarification and report to Council on the procedures for consultation with St. Joseph's College for the approval of new courses.

Motion carried.

9. September Council Meeting

The Chairman announced that the September meeting had been rescheduled to the morning of September 30. Several members objected to the change. It was agreed to explore alternate dates for the meeting.

10. Adjournment

On a motion by Professor Frascara, seconded by Professor Marino, the meeting adjourned at 4:30 p.m.

Chairman

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT: SUMMER 1980

1. Student Appeals

1.1 Robert Gordon Greenhill

The Executive upheld Mr. Greenhill's appeal that he be retroactively registered in three single-term courses, which were in addition to his 5-1/2 course load approved, inadvertently, by the SPO for the 1980 second term. Mr. Greenhill was admitted to a full-time B.A. (General) program in 1979 and was given credit for ECON 201 (taken while a Special Student in 1978) and ENGL 200 (achieved by special assessment in the summer of 1979). In January 1980 he was denied permission to take a 9-course registration. Mr. Greenhill cited as grounds for his appeal that: (a) he was not really attending university for the first time in September 1979, and that he should not therefore be bound by the 5-course restriction, and (b) he has demonstrated proof of performance, having achieved a satisfactory standing in all 9 courses taken in 1979-80, and having been accepted for admission to a Combined Honors program in 1980-81.

1.2 Name Withheld

The Executive denied an appeal by a student seeking transfer from the B.S. (Special) program to the B.F.A. (Art and Design) program. The student contended that the transfer was necessary to further pursue the student's chosen field of Visual Communication Design. The Department of Art and Design denied admission on the basis that the student's studio performance, central to those courses offered in the B.F.A. program, did not warrant admission on technical ability.

1.3 Mark Stephen Ellestad

The Executive upheld Mr. Ellestad's appeal that he be permitted to complete the four remaining B. Music degree requirements at the University of Victoria. The residence requirements at this university state that " A student proceeding toward the B. Music degree will normally have credit in at least ten full-session or equivalent University of Alberta courses. ..." and that "The final year of the program will normally be taken in one regular academic year in attendance at the University of Alberta campus. The Department may recommend to the Dean exception from this regulation." However, the requirements for the B.A. (Special) provide, in addition, that: "... A student who has fulfilled the ten-course requirement prior to the beginning of the final year of the program may apply to the Dean for permission to take one or more of the final five courses elsewhere." It was noted that Mr. Ellestad has already completed the 10-course requirements at this university. Mr. Ellestad is attending classes at the University of Victoria because of the requirement to relocate in order that his wife may serve her internship at a hospital there. The Executive also agreed to delegate authority to the Associate Dean (Student Programs and Curriculum) to approve requests of this nature, if the student has the support of the department and has met the course requirements at the University of Alberta.

2. External Membership in the 1980-81 Faculté Saint-Jean Council

Professor K. Krotki (Sociology) has agreed to serve as the Faculty of Arts representative on the Faculté Saint-Jean Council.

3. Review of Arts Faculty Committee Structure

3.1 Criteria for Filling Vacancies on Faculty Committees

The Executive approved the following motion with respect to the filling of vacancies on standing committees:

> THAT in staffing Faculty committees and compiling ballots, the Arts Executive Committee make every effort to include members of the Faculty who have not served before, whether they have committee experience or not.

3.2 Committee replacements

Membership on Faculty committees was reviewed in light of leaves and expiration of terms of office, and a number of replacement appointments were made (see attachment headed "Faculty of Arts Committee Memberships 1980-81"). Council will be asked to ratify these appointments on August 26, and to approve slates for election to the Salaries and Promotion, and Tenure Committees. [A copy of the revised Faculty of Arts Committee Structure is attached for information.]

3.3 General Faculties Council replacements

Two Arts representatives, Professors M. Asch, Anthropology, and Professor R. Nielsen, Classics, have resigned. The following nominations for replacements (for three-year terms) were received by the Executive. Additional nominations and approval of a slate for election will be sought at the August 26 Council meeting.

Classics	Professor D. Fishwick Professor R. C. Smith
Comparative Literature	Professor E. Mozejko
Religious Studies	Professor P. J. Cahill

Other departments eligible for representation are: Anthropology. Psychology and Slavic Languages.

3.4 External Membership on 1980-81 Arts Council

Acting on authority delegated by Arts Council, the Executive received and approved the following nominations.

Business Administration and Commerce	Pending
East European Studies	T. Yedlin (reapp. to Jan. 1, 1981) R. L. Busch (Jan. - June, 1981)
Education (2)	H. Garfinkle, Educational Foundations (reapp.) M. L. Grayson, Elementary Education (reapp.)
Engineering	R. Bjorhovde, Civil Engineering
Faculté Saint-Jean	Pending
Home Economics	N. Fetterman (reapp.)
Physical Education and Recreation	P. L. Lindsay
St. Joseph's College	Principal A. de Valk (reapp.)
Science (1 rep. from each of Geography, Linguistics, and Mathematics	O. F. G. Sitwell M. L. Stanford R. G. Sinclair

4. Recommendation from Counselling Committee for Arts Telephone Referral Service
The Executive was informed that, upon the recommendation of the Counselling Committee, a telephone will be installed on the second floor of the Humanities Building to provide direct linkage with the SPO. This service will provide students with dependable information and guidance, especially during registration.

5. Governor-General Gold Medal Award
The Executive received the following report from the Honors Committee.

> At the end of the academic year 1979-80 there was an error in the transmission of a grade between the instructor of a course and the Office of the Registrar. As a result of this error Morag Jean Carnie was handicapped in the competition for the Governor-General's Gold Medal awarded by the Faculty of Arts at the Spring Convocation of 1980. When the Executive of the Honors Committee reviewed the process by which the Gold Medal had been awarded, it was unable, either to distinguish between the merits of the two best candidates, or to decide which way the full committee would have voted on the issue if the correct facts had been before it. The Executive, with the authority delegated to it by the Honors Committee, therefore recommends to Council:
>
> 1. That, Lesley Patricia Boschel be confirmed as the winner of the Governor-General's Gold Medal.
> 2. That, Council either on its own authority or by appeal to the appropriate authority within the University, award a special medal to Miss Carnie; this medal to be designated either: Faculty of Arts - Special Medal, or, University of Alberta - Special Medal, as appropriate.
> 3. That, it be noted on Miss Carnie's transcript that this medal is the equivalent of the Governor-General's Gold Medal.

The Executive decided in the interim to request the Governor-General's office to award two medals for the 1979-80 academic year, given the extraordinary circumstances. In the event the Governor'General's Office refuses to grant the request, the recommendation of the Honors Committee will be placed before the August 26 Council meeting.

6. Committee on Academic Standing Report
The Executive received the report and recommendation of the Committee and agreed to place it on the agenda for the August 26 Council meeting.

August 14, 1980

Faculty of Arts Committee Memberships, 1980-81

Academic Planning Committee

S. H. Arnold, Comparative Literature
T. F. Hartnagel, Sociology (Chairman)
R. M. Nielsen, Classics
S. M. M. Qureshi, Associate Dean
R. A. Shiner, Philosophy
J. H. Terfloth, Drama

Academic Standing Committee

E. Egert, Germanic Languages (Chairman)
J. A. Lejnieks, Political Science
R. J. Middleditch, Student Pgm. Office
J. Nelson, English
M. T. Roeder, Music

Admissions and Matriculation Requirements Committee

D. J. Moss, History (Chairman)
A. M. Munn, Music
L. Penrod, Romance Languages
W. D. Pierce, Sociology
M. Prokop, Germanic Languages
E. Reinhold, Associate Dean

Canadian Studies Committee

M. Asheton-Smith, Educational Foundations
D. E. Bessai, English
G. Allaire, Faculté Saint-Jean
D. A. Jackel, English
(Co-ord. CANST 400)
H. Kreisel, Comp. Lit. (Chairman)
G. S. Lowe, Sociology
R. J. Middleditch, Student Pgm. Office
R. G. Motut, Romance Languages
D. R. Owram. History
G. B. Peacock, Drama
R. A. Pendergast, Economics
N. R. M. Seifried, Geography
G. Stevenson, Political Science
C. R. Wilson, Anthropology
(Curric. Comm. rep.)
Anthropology- pending

Counselling Committee

E. Egert, Germanic Languages
D. Barnet, Drama (Chairman)
D. Kuiken, Psychology
E. Reinhold, Associate Dean
V. A. Stobee, Student Pgm. Office
Student Counselling Services- pending

Course and Calendar Change Committee

G. F. N. Fearn, Sociology
J. A. Forbes, Art & Design
R. J. Middleditch, Student Pgm. Office
S. R. Munro, History
S. C. Neuman, English (Chairman)
K. Norrie, Economics
* E. Reinhold, Associate Dean

Curriculum Committee

T. N. Ballin, Classics
J. Cahill, Religious Studies
J. Frascara, Art and Design
M. Prokop, Germanic Languages
F. L. Radford, English (Chairman)
E. Reinhold, Associate Dean
P. A. Schouls, Philosophy
Y. Trumpener, History
C. R. Wilson, Anthropology

East Asian Studies Committee

D. H. Bai, Anthropology
B. L. Evans, History (Chairman and act
supervisor of language program)
J. A. Forbes, Art & Design
S. R. Munro, History
K. Ohta, History
T. Tsushima, Economics
M. Waida, Religious Studies
H. E. Wilson, History

Executive Committee

F. C. Engelmann, Political Science
C. W. Hobart, Sociology
J. S. McMaster, English
R. M. Nielsen, Classics
D. R. Owram, History
J. Sybesma-Ironside, Art & Design
Dean T. H. White (Chairman)

Film Committee

S. H. Arnold, Comparative Literature
A. A. Carlson, Philosophy (Chairman)
P. N. Darrah, Art & Design
J. V. DeFelice, Drama
J. M. Duciaume, Romance Languages
E. P. Murray, Political Science
S. A. C. Scobie, English

Honors Committee

M. G. Badir, Romance Languages
M. F. Bauer, Economics
W. Berg, Music
D. J. C. Carmichael, Political Science
P. D. Clements, English
W. E. Cooper, Philosophy
J. A. Forbes, Art & Design
K. A. Garbrah, Classics
K. T. Holden, Slavic Languages
M. Jendyk, Assistant Dean
D. Kuiken, Psychology
D. Lightner, History
U. Margolin, Comparative Literature
P. A. S. Saram, Sociology
O. F. G. Sitwell, Geography (Chairman)
J. H. Terfloth, Drama

Honors Committee (cont'd)
M. Waida, Religious Studies
C. R. Wilson, Anthropology
Germanic Languages- pending

Library Committee
T. N. Ballin, Classics
A. L. Bryan, Anthropology
T. R. Carlton, Slavic Languages
R. A. Davey, Art & Design
A. K. Davis, Sociology
M. Kalinowsky, Romance Languages
U. Margolin, Comaprative Literature
J. K. Masson, Political Science
M. A. Morgan, Religious Studies
R. A. Pendergast, Economics
(Cdn. studies rep.)
G. A. Rothrock, History
S. Sharir, Economics
M. Sharma, HaSSL
W. D. Sharp, Philosophy
R. H. Solomon, English
F. P. Van de Pitte, Philosophy (Chairman)
T. E. Weckowicz, Psychology
R. G. Whitinger, Germanic Languages
J. Whittle, Music

Committee on Teaching
L. Craig, Political Science
C. Hobart, Sociology
J. C. MacKenzie, Philosophy
R. D. McMaster, English
L. Osborne, Art & Design

Salaries and Promotions Committee
Continuing members
N. E. Bonvalet, Romance Languages
D. H. Dinwoodie, History
J. V. DeFelice, Drama

Executive Nominations for Election to 2 Vacant Seats
K. L. Gupta, Economics
T. F. Hartnagel, Sociology
H. T. Lewis, Anthropology
A. Small, Classics

Tenure Committee: Faculty Panel
Continuing members
D. J. Moss, History
V. Salyzyn, Economics

August 14, 1980

Executive Nominations for Election to 6 Vacant Seats (4 from the Fine Arts/Humanities and 2 from the Social Sciences
B. A. Almon, English
S. H. Arnold, Comparative Literature
J. Frascara, Art & Design
K. T. Holden, Slavic Languages
F. C. Pier, Music
R. Silvester, Art & Design
J. H. Terfloth, Drama
M. M. Van de Pitte, Philosophy

R. Gruhn, Anthropology
L. W. Kennedy, Sociology
E. C. Lechelt, Psychology
J. A. Lejnieks, Political Science

* The Executive recommends that Professor Reinhold, the retiring chairman, continue on the committee as an ex officio representative of the Faculty Office.

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INTER-DEPARTMENTAL CORRESPONDENCE

TO Dean T. H. White
Faculty of Arts

DATE 27th June, 1980

FACULTY OF ARTS
JUL 2 - 1980
OFFICE OF THE DEAN

PR
SQ
GM

FROM P. A. Runquist, Chairman
Committee on Academic Standing

Dear Dean White:

The enclosed report presents the results of the Committee on Academic Standing's investigation of graduates in the B.A. (General) and B.A. (Special) programs who earned Distinction with reduced course loads. The investigation was instigated at the request of Arts Council to provide evidence on the number and quality of students who would be affected if our proposal to restrict the award to full-time students was adopted. The results showed that the effect of such a restriction would have reduced the overall number of students awarded Distinction in recent years by about 50%; of the students who would have been ineligible, however, at least 30% had some legitimate reason for taking a reduced course load; furthermore, of the students who would have been affected, almost half had attained very high final grade-point averages, i.e. 7.8 or higher. The proposal was rejected by the Committee as discriminating on the basis of these last two findings.

The report also presents a new proposal, one that would change the basis on which the average required for Distinction is determined. The proposal was intended to ensure that students who have achieved a high grade-point average have done so fairly, and not, for example, by simply replacing one or more failed courses with others in which much higher grades were obtained, as is illustrated on the next page. It also makes the requirement for Distinction more stringent for students in the B.A. (Special) and B.A. (Canadian Studies) programs than for students in the B.A. (General) program, rather than less as it is at present.

We believe that the changes proposed will help protect the integrity of the award of Distinction. We therefore recommend adoption of the report by Arts Council.

Yours sincerely

PaRunquist

P. A. Runquist

PAR:pmj

Professor P.A. Runquist, Chairman
Committee on Academic Standing
c/o Department of Psychology

July 10, 1980

Terrence H. White
Dean of Arts

Dear Professor Runquist:

Thank you very much for the report from the Committee on Academic Standing, wherein you indicate the results of your investigations of graduates in the B.A. (General) and B.A. (Special) programs who earned Distinction with reduced course loads. I found the report to be very comprehensive and I shall forward it to the Faculty's Executive Committee who will ensure that it is included on the agenda of a forthcoming meeting of Arts Council.

Thank you again for your efforts and those of your Committee in presenting this report.

Yours sincerely,

Terrence H. White
Dean of Arts

Example Program of a Student who Earns Distinction Because Failures are Excluded from the Final Average

Year	Courses	Grades	Average	Q.I.	
1	VVV 201/202	5/3	7.0	6.3	
	WWW 201/202	7/7			
	XXX 201/202	6/8			
	YYY 201/202	9/9			
	ZZZ 201/202	9/7			
2	YYY 301/302	9/9	5.4	2.16	Cat B
	YYY 303/304	9/9			
	ZZZ 301/302	3/3			
	ZZZ 303/304	3/3			
	WWW 301/301	3/3			
3	YYY 305/306	9/9	5.8	4.06	
	YYY 307/308	8/8			
	PPP 300/301	6/7			
	QQQ 201/202	5/2			
	RRR 201/SSS 201	2/2			
4.	PPP 302/303	9/9	7.1	7.1	
	PPP 304/305	8/7			
	QQQ 301/302	7/7			
	SSS 300/301	7/6			
	TTT 300/	6/			

Computation of Final Average

Course	Grade
YYY 301/302	9/9
YYY 303/304	9/9
YYY 305/306	9/9
YYY 307/308	8/8
PPP 300/301	6/7
PPP 302/303	9/9
PPP 304/305	8/7
QQQ 201/301	5/7
QQQ 302/TTT 300	7/6
SSS 300/301	7/6

10 course GPA = 7.7

∴ Distinction

The Committee on Academic Standing Report on Graduates Earning Distinction with Reduced Course Loads

The award of Distinction was devised by the University as a means of formally recognizing students who have demonstrated academic excellence over a significant portion of their programs of study. The criteria used to judge the worthiness of students are defined by individual faculties, but subject to approval by GFC. In Arts, the practice has been to grant this award to students who have obtained a grade-point average of 7.5 or higher over the last ten courses credited toward the degree.

Over the last years, the percentage of Arts graduates earning distinction has grown considerably, from 5.9% in 1970 to 17.2 in 1978. The Committee on Academic Standing, concerned with this increase, questioned whether an average of 7.5 or higher based on the last ten courses in any way ensures the degree of academic excellence expected of recipients of the award. It was concluded that it did not. Among recent graduates earning Distinction were students who in the Committee's view, earned the required average solely as a consequence of (i) never attempting more than a few courses at a time, (ii) consistently withdrawing from difficult courses, (iii) taking a large proportion of their program through spring and summer sessions, (iv) replacing courses failed in the last ten attempts with courses in which they did better, and/or (v) replacing courses with low grades with others, taken extra to the degree before graduation, in which the student had done better. Although such students must obviously be capable of getting good grades, we do not think that they have demonstrated the consistently high level of performance that the award was meant to recognize.

Two courses of action have been proposed at different times, by the Committee of Academic Standing to protect the integrity of the award. In 1976, a change in the grade-point average required for Distinction from 7.5 to 7.8 was recommended. This proposal was based largely on evidence of grade inflation over the years from 1973 to 1976, there having been a decided shift to the upper end of the grading scale in a large number of departments in this Faculty. It was rejected at least in part, because the inflation varied from department to to department, and, such a measure would discriminate against students in departments that guarded against giving high proportions of 8's and 9's.

The second proposal, which is presently before Council, was to restrict the basis on which a final grade point average for Distinction would be determined. It was prompted by an awareness of what seemed to be an excessively large proportion of students earning Distinction with reduced course loads, many of them whose worthiness was clearly questionable. It was suggested furthermore that the inflation which prompted the first proposal could also be attributed to more students obtaining high grades through reduced course loads.

The proposal introduced in August 1979, was that GFC be asked for permission to add a specification to the Distinction requirement in Arts. It was recommended

> THAT THE AWARD OF DISTINCTION TO GRADUATES OF THE B.A. (GENERAL) AND B.A. (SPECIAL) DEGREE PROGRAMS BE RESTRICTED TO STUDENTS WHO HAVE CARRIED A FULL LOAD OF COURSES IN EACH OF THE LAST TWO YEARS OF THEIR PROGRAMS, AND WHO HAVE OBTAINED A GRADE-POINT AVERAGE OF 7.5 OR HIGHER OVER THESE TEN COURSES.

The motion was referred back to Committee to obtain data on the numbers and caliber of students who would be affected by the proposal.

For data, the Committee examined all the program forms that could be found for students earning Distinction for the seven year period from 1973 to 1979. Since less than half of these program forms were found for 1975, this year was excluded from analysis.

We were asked to show Council the number and percentage of students with reduced course loads. The values vary slightly with the definition of what constitutes a full-course load over the last two years. A loose definition includes students who pick up missing courses from the first year in the B.A. (General) program or from the first two years in the B.A. (Special) program in Spring and/or Summer sessions, but otherwise have taken five courses each term in their last two years. A more stringent definition would designate students as carrying full-course loads only if their last ten or more courses were taken during two regular sessions. The numbers and percentages of students carrying reduced course loads according to these two definitions are shown in Tables 1 and 2, respectively. Clearly the percentages are very high.

The effect of eliminating the students known to have reduced course loads according to the first definition of full-course load is shown in Table 3 along with the original percentages for the years 1974, 1976, 1977 and 1978. There seems little doubt that the students with reduced course loads have contributed substantially to the increase in graduates with Distinction

Council expressed concern about an apparent reversal in the trend of increase in graduates with Distinction in the B.A. (Special) program, the percentage being 27.4 in 1977 and 20.7 in 1978. Table 1 shows that the number of students graduating with reduced course loads also decreased from 17 in 1977 to 9 in 1978, perhaps accounting for the reversal in trend.

The major reservation Council expressed was that the proposal would discriminate against students who are granted reduced course loads on the basis of special circumstances (e.g. financial and/or domestic responsibilities), and who perform well. Data relevent to this issue are incomplete since very few students among those with consistently low course loads, i.e., never more than three courses at a time, have any special status indicated on their program form. The best we could do was provide a count of students that seemed to have some legitimate reason for taking reduced course loads. Included in this tally were declared part-time or accelerated students, students who had never taken more than three courses at a time, students who had transferred early in their program from another Faculty or institution, leaving them with more than five courses per term to reach the total required for graduation, and those who had transferred to our Faculty late in their program, leaving them with fewer than ten courses necessary to complete their degree. The number of these students is shown in Table 4, along with the percentages they represent of the total number of students carrying reduced course loads, and the total number of students earning Distinction. They do, in fact, constitute a large proportion of the students taking reduced course loads.

The final data presented are the graduating grade-point averages of the B.A. (General) students who earned Distinction with reduced course loads (Table 5). It should be noted that the students to whom the proposal was directed seldom attained averages higher than 7.7. The highest average resulting from replacing one or more failed courses with passed courses was 7.8, and it occurred only twice. The remaining 84 students with averages of 7.8 or higher, for the most part, had only minimally reduced course loads, and relatively few withdrawals. We do not think that students of this calibre should be denied Distinction, yet, by our own proposal, they would not be eligible for the award.

Both the problem and these results were considered at great length by the Committee. It was agreed that the proposal as stated was far too harsh and should be withdrawn. The possibility of amending the proposal to include the word normally for both B.A. (Special) and B.A. (General) programs, or for just the former, was discussed but rejected as unworkable, primarily because of the difficulty or impossibility of determining and evaluating the reason for reduced course loads and withdrawals for individual students. We finally decided to shift our attention to recipients of the award whose worthiness is most questionable, that is, students who are able to achieve the grade-point average required for Distinction solely because failing or marginally passing grades are excluded from the computation, and replaced with higher grades often, but not necessarily, obtained with reduced course loads. We felt that if grade-point average is to be the sole criterion for Distinction, its calculation should be based on all courses attempted rather than on just the courses in which a student did well if it is to accurately reflect that student's overall performance.

We would like then to withdraw our earlier proposal, and offer in its stead, one that would change the basis for determining the grade-point average required for Distinction. Our recommendation is:

> That the B.A. (General), B.A. (Special) and B.A. (Canadian Studies) degrees with Distinction be awarded to students who achieve a grade point average of 7.5 or higher over all courses beyond the first five full course equivalents.

At first glance this proposal seems to differ little from the present requirement. There are, however, three very real differences:

1. All courses beyond the first year would include both failed courses, and courses taken extra-to-the-degree that were not clearly specified as extra at the time of registration. A student who failed or barely passed one or more courses would have to perform at a much higher level in other courses than would a student who had neither failed nor just barely passed a course in order to achieve the grade point average required for Distinction.

2. The courses excluded from the final average on which Distinction is based would be the first five full course equivalents, regardless of level. The present practice is to exclude five junior courses, normally but not necessarily all taken in the first year. Students who have failed a course in the first year, who have transferred with some university credit, or who have not started classes until January may choose not to take any additional junior level courses until their last year. We believe that the exclusion of junior courses from the final average was based on the assumption that the first five courses would, in fact, be junior courses, and that the purpose of the exclusion was to permit students a year of grace in which to adjust to university studies. Since the first five courses are not necessarily junior, we see no justification for treating them computationally as if they were.

3. Because only the first five courses would be excluded, the number of courses on which Distinction is judged would be increased from 10 to 15 in the four year specialized degree programs. At the present, students in the B.A. (Special) and B.A. (Canadian Studies) programs are given two years of grace before their academic performance is evaluated for Distinction compared to only one year in the B.A. (General) program. The Committee felt that the proportion of studies on which academic excellence is judged should, if anything, be greater for the four-year program than for the three (.75 vs .67), rather than less (.50 vs .67) as it is now.

In our view, these changes would help protect the integrity of the Award of Distinction.

Should these changes be acceptable to this Faculty, and to G.F.C. we recommend that they not be implemented until the new description has appeared in the University Calendar.

Respectfully submitted,

E. Egert
J. A. Lejnieks
R. Middleditch
M. Roeder
P. Runquist (Chairman)

Table 1

Numbers and Percentages of Graduates who Earned Distinction with Reduced as Compared to Full[1] Course Loads in the Last Two Years of the B.A. General and B.A. Special Programs Over Six Years from 1973 to 1979.

		B.A. General		B.A. Special	
Year	Course Load	Number	Percentage of Total	Number	Percentage of Total
1973	Reduced	26	47.3 (50.9)[2]	1	20.0
	Full	27	49.1 (52.7)	4	80.0
	Total Distinctions	55		5	
1974	Reduced	31	44.9 (55.1)	3	37.5 (50.0)
	Full	31	44.9 (55.1)	4	50.0 (62.5)
	Total Distinctions	69		8	
1976	Reduced	24	38.1	13	65.0 (70.0)
	Full	39	61.9	6	30.0 (35.0)
	Total Distinctions	63		20	
1977	Reduced	32	51.6 (54.8)	17	53.1 (62.5)
	Full	28	45.2 (48.4)	12	37.5 (46.9)
	Total Distinctions	62		32	
1978	Reduced	36	46.2 (60.3)	9	37.5 (54.2)
	Full	31	39.7 (53.8)	11	45.8 (62.5)
	Total Distinctions	78		24	
1979	Reduced	38	49.4 (63.6)	14	43.8 (59.4)
	Full	28	36.4 (50.6)	13	40.6 (56.2)
	Total Distinctions	77		32	

[1] Students who picked up one or more courses in Spring or Summer sessions were counted as carrying full loads if they took five or more courses each term during the last two years.

[2] Values in parentheses indicate what the percentages would be if all the missing students were included in each of the two counts

Table 2

Number and Percentages of Graduates Earning Distinction in the B.A. General and B.A. Special Programs who DID NOT take their last 10 Courses during Two Regular Sessions *

Year	B.A. General		B.A. Special	
	Number	Percentage of Total	Number	Percentage of Total
1973	26	47.3	2	40.0
1974	33	47.8	3	37.5
1976	27	42.9	13	65.0
1977	37	59.7	20	62.5
1978	40	51.3	11	45.8
1979	41	53.2	17	53.1

* This count includes students who by taking courses extra to their degree in their last year, carried a normal course load.

Table 3

Percentage of Students in B.A. General and B.A. Special Programs, Combined, Earning Distinction Including and Excluding Students carrying Reduced Course Loads.

Year	Including Reduced-load Students	Without Reduced-load Students
1974	10.8%	6.2%
1976	14.4%	6.3%
1977	18.0%	8.3%
1978	17.8%	7.8%

Table 4

Numbers and Percentages of Graduates who Earned Distinction Carrying Reduced Course Loads with Faculty Approval or for other Legitimate Reasons[1].

	B.A. General			B.A. Special		
	Number	% of Reduced	% of Total	Number	% of Reduced	% of Total
1973	11	42	20	0	0	0
1974	6	19	8	0	0	0
1976	13	54	21	2	15	10
1977	10	31	16	2	12	6
1978	12	33	15	1	11	4
1979	14	37	18	4	29	13

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[1] Other reasons include unbalanced course loads resulting from transfers from other faculties or Universities early in the student's program, and fewer than 10 courses being required to complete the degree as a result of late transfers from other faculties or Universities, or B.A. following a previous degree.

Table 5

Distributions of 10 course Averages of B.A. General Graduates with Distinction on Reduced Course Loads

10 Course Average	YEAR						TOTAL
	1973	1974	1976	1977	1978	1979	
8.8	0	0	0	0	1	0	1
8.7	2	0	0	0	0	0	2
8.6	0	0	2	0	2	0	4
8.5	0	0	1	1	0	1	3
8.4	0	0	0	0	1	1	2
8.3	1	1	0	1	2	1	6
8.2	0	1	0	1	1	4	7
8.1	3	1	2	3	1	1	11
8.0	5	4	1	4	4	1	19
7.9	1	1	1	5	2	1	11
7.8	4	6	4	1	1	4	20
7.7	3	6	4	3	9	10	35
7.6	3	4	4	7	6	5	29
7.5	4	7	5	6	6	9	37
	26	31	24	32	36	38	187

EXCERPT: AFC Minutes, August 28, 1979

Item 9. CAS Recommendation re: Degrees with Distinction

The CAS recommendation was put to Council on a motion by the committee chairman, Professor Runquist, seconded by Professor Asch, THAT Arts Council ask GFC for permission to make the following specification for its B.A. (General) and B.A. (Special) programs (which constitutes an amendment to the general University regulation, Calendar 16.4.3):

> THAT the award of Distinction to graduates of the B.A. (General) and B.A. (Special) degree programs be restricted to students who have carried a full load of five courses in each of the last two years of their program, and who have obtained a grade-point average of 7.5 or higher over these ten courses.

Council's attention was drawn to the CAS analysis of the percentage of graduates earning Distinction in the period 1969/70 (5.9%) to 1977/78 (17.2%), and to the following statement from the CAS:

> In the opinion of this committee, students who attain a ten-course grade-point average of 7.5 or higher with reduced course loads do not show the same degree of academic excellence as those who attain the same average with a full-course load, and should not receive the same recognition. The award was meant to recognize distinguished academic performance, and we do not think there is anything particularly distinguished about the performance of a student who is able to attain high grades if he or she is just taking one or two courses. Under existing procedures, however, such students are able to receive the Distinction award, and in the last year represented a sizeable proportion of the graduates awarded Distinction. In short, we think it time that practice followed the intention of the award.

Professor Runquist added that the CAS was primarily concerned about those students who have reduced course loads by virtue of withdrawals or failed courses, but who nevertheless manage to obtain the award of Distinction.

In the debate which followed, several members expressed a reluctance to deal with the issue so late in the day (5:00 p.m., which is the normal time for adjournment), and on the basis of the information provided by the CAS. In the latter case it was pointed out:

i) that there was no indication of the number of students who would be affected by the proposal, and that this could have a bearing upon the deliberations;

ii) that the CAS had provided figures showing that the percentage of graduates earning Distinction was on the rise, but that there was no breakdown indicating whether or not the number of students with reduced course loads who earned Distinction was excessive, or had grown any faster than the number of awards of Distinction to those who take a full load;

iii) that there was a discrepancy of sorts in the statistical information, the 1969/70-1977/78 figures showing an overall increase in the percentage of graduates earning Distinction, and the 1976/77-1977/78 figures showing a decrease in the percentage of B.A. (Special) students earning Distinction;

iv) that the proposal was directed primarily to those students who carry a reduced course load by virtue of withdrawals or failed courses, and who have not therefore demonstrated a high standard of academic excellence, but that there are also students who are granted a reduced course load on the basis of special circumstances (e.g. financial and/or domestic responsibilities), and who perform well.

v) that (in light of (iv) above) the force of the proposal would be to cover an unknown number of cases, but in a way which would deny the possibility of Distinction to a number of students who quite clearly have earned it.

In light of these concerns, it was moved by Professor Kreisel, seconded by Professor Smith,

> THAT this recommendation be referred back to the Committee on Academic Standing for further consideration, it being understood that the CAS will report back to Council before the year-end.

Motion carried.

REPORT OF THE COURSE AND CALENDAR CHANGE COMMITTEE: AUGUST 1980

The following material has been examined by the Committee and is recommended for Council's approval and inclusion in the 1981-82 Calendar. Where specified, it is proposed that some of the new courses and course changes be implemented in 1980-81.

1. CANADIAN STUDIES

Course Change

CANST 301. Regional Perspectives in Canadian Intellectual Development. Change title to read: Canadian Intellectual Traditions: 1800-1960.

CANST 400. Seminar in Canadian Studies. Change title to read: Contemporary Canadian Issues.

Note: The changes are proposed for implementation in 1980-81. [ref. CANST 301, item 3, AFC 16/5/80]

2. DRAMA

A. New Courses

DRAMA 400. Modern Theatre. *6 (3-0-0). Major plays and theatre artists of the modern theatre. Exploration of the styles and movements which form the mosaic of the contemporary theatre.

DRAMA 501. Seminar in Contemporary Theatre. *3 (either term, 0-3s-0). Exploration of developments in contemporary Drama and theatre production in the western world.

DRAMA 565. Senior Projects in Dramatic Writing. *either 3 or 6 (either term, 1-0-4). Prerequisite: Consent of the Department.

DRAMA 665. Special Projects in Dramatic Writing. *either 3 or 6 (either term, 1-0-4). Prerequisite: Consent of the Department.

B. Course Changes

DRAMA 243. Introduction to Oral Communication. Change hours to: (0-6L-0).

DRAMA 245. Introduction to and Development of Oral Communication. Change description to read: Exploration of basic techniques of oral communications and oral interpretation drawing from various forms of literature.

DRAMA 275. Production Lab 1 A. Change title to read: Production Lab 1. Change hours to: (1-0-3). A single-term course offered over a full year. Change description to read: Technical theatre practice. Preparation and running of the production aspects of departmental plays.

DRAMA 293. Production Lab 1 B. Change title to read: Production Lab II. A single-term course offered over a full year. Change in description: Remove the word "experts" and replace with "staff."

DRAMA 300. Theatre of the Past. Change description to read: History of the theatre from the Greeks to the end of the Nineteenth Century; study of major plays ... . Delete: DRAMA 200 as a prerequisite.

DRAMA 321. The Creative Process of Drama. Change hours to: (2-1-0). Change description to read: Theory of the creative process of drama related to the development of human resources.

DRAMA 323. Improvisation and Youth Theatre. Change hours to: (0-4L-0). Change description to read: Practical and theoretical study of improvisational production applied to concepts of Theatre by and for youth. Delete from Prerequisite: ... "and/" ... .

Note: The last two changes are proposed for implementation in 1980-81.

DRAMA 341. Oral Interpretation. Change hours to: (0-6L-0).

DRAMA 425. Theatre for Young Audiences. Change description to read: Theory and practice of theatre for young audiences including participatory techniques. Prerequisite: DRAMA 321 or 353 and/or consent of the Department.

DRAMA 460. Playwriting. Change description to read: The theory and practice of writing for dramatic media: stage, film, radio, and television.

DRAMA 610. Applied Criticism. Change weight to: *3. Add: either term.

Note: The change is proposed for implementation in 1980-81.

C. Course Cancellations

DRAMA 401. Theatre in Transition.

DRAMA 402. Modern and Contemporary Theatre.

DRAMA 617. Dramaturgy II.

D. 43.7.2 (Concentration in Drama). Add the following information for (1) (b):

(b) The Department recommends five full-course equivalents including DRAMA 251, DRAMA 275, two full-year Theatre History courses, and the equivalent of two full-year Drama options.

Replace (2) (b) with the following information:

(b) Students are advised to include DRAMA 251, DRAMA 275, and the equivalent of two full-year Theatre History courses in their programs. The Department of Drama requires a minimum of six full-year course equivalents in Drama. For specific recommendations and advice on specialization within Drama consult the Department.

3. EAST EUROPEAN STUDIES

New Course

INT D 355. Social Problems of Eastern Europe Under State Socialism. *3 (3-0-0). The socio-cultural and economic consequences of major structural transformations in East European societies, with particular emphasis on family life, the socialization of youth, work relations, popular culture, and social deviance. [East European and Soviet Studies]

4. ECONOMICS

New course

INT D 366. Economics of Outdoor Recreation. *3 (either term, 3-0-0). Economic implications of outdoor recreation resource development and use. Prerequisite: ECON 201 or equivalent; ECON 202 recommended. [Rural Economy, Economics, Forest Science and Recreation Administration]

5. GEOGRAPHY

A. New courses

GEOG 335. Contemporary Alberta. *3 (either term, 3-0-0). A geographic perspective on the diverse problems facing the rapidly-growing province of Alberta.

B. Course changes

GEOG 340. Regionalization in Canada. Change to: either term.

GEOG 341. The Cultural Landscapes of the United States. Change to: either term.

GEOG 424. Resource Conservation. Delete from description: (Students are recommended but not required to take GEOG 364 as preparation for this course.) Add Prerequisite: GEOG 364 or consent of the instructor.

GEOG 471. The Historical Geography of North America. Change to: either term.

C. 43.11.3 (Concentration in Cartography)
Students may take Cartography as the second subject of concentration in either the B.A. (General) or B.A. (Special) programs.
Note: This option is not available to students who are taking Geography as their principal subject of concentration.
The cartography courses are listed in Section 184.7 of the Calendar. Students are advised to take CART 341 before proceeding to advanced-level courses.

6. GERMANIC LANGUAGES

A. New courses

GERM 306. German-English Contrastive Phonology. *3 (First Term, 3-0-0). Phonetic and phonemic analysis of English and German. Contrastive study includes application to teaching and learning German. Prerequisites: GERM 200, 201, 202 or consent of the Department. Note: Formerly part of GERM 300.

GERM 307. German-English Contrastive Grammar. *3 (Second Term, 3-0-0). Comparison of parts of the two grammars namely the verb, including application to teaching and learning German. Prerequisites: GERM 200, 201, 202 or consent of the Department. Note: Formerly part of GERM 300.

GERM 401. German Literature of the "Restauration" Period. *3 (First Term, 3-0-0). A survey of the Nineteenth Century prose, poetry, and drama up to 1850 tracing developments from late Romanticism through the "Biedermeier" and "Jungdeutschland" movements. Prerequisites: GERM 200, 201, 202 or consent of the Department. Note: Formerly part of GERM 400.

GERM 402. German Literature of Poetic Realism. *3 (Second Term, 3-0-0). A survey of Nineteenth Century prose and drama after 1850; emphasizing works of Poetic Realism up to Naturalism. Prerequisites: GERM 200, 201, 202 or consent of the Department. Note: Formerly part of GERM 400.

GERM 451. Modern German Literature I. *3 (First Term, 3-0-0). Literature since Naturalism: Impressionism. With interpretation of representative works. Prerequisite: GERM 200, 201, 202 or consent of the Department. Note: Formerly part of GERM 450.

GERM 452. Modern German Literature II. *3 (Second Term, 3-0-0). Literature since Impressionism: Expressionism and literature up to 1945. With interpretation of representative works. Prerequisite: GERM 200, 201, 202 or consent of the Department. Note: Formerly part of GERM 450.

Note: the last two courses are proposed for implementation in 1980-81.

6. GERMANIC LANGUAGES (cont'd)

B. Course changes

GERM 321. German Prose in English Translation.)

GERM 322. German Drama in English Translation.)

Delete: Note.

GERM 406. Introduction to German Linguistics.)

GERM 407. History of New High German.)

GERM 411. Middle High German Languages.)

GERM 412. Middle High German Literature.)

GERM 421. Medieval German Literature.)

Delete: Note.

GERM 422. Renaissance, Reformation and Baroque German Literature.)

GERM 456. Contemporary German Prose.)

GERM 457. Contemporary German Drama.)

C. Course cancellations

GERM 300. German-English Contrastive Linguistics.
GERM 400. German Literature of the Nineteenth Century.
GERM 450. Modern German Literature.

D. 43.12.1 (Honors in German) Sixth line from the top: Replace 300 by 306/307.

43.12.3 (Concentration in German) Insert:

(2) (b) Students who want to develop a strong concentration in German language and literature and other disciplines supporting the study of German culture, such as History, Political Science, Philosophy or Music, should contact the departmental B.A. (Special) Advisor.

7. INTERDISCIPLINARY STUDIES

New courses

INT D 355. Social Problems of Eastern Europe Under State Socialism.
See Report # 3 above-- East European and Soviet Studies.

INT D 366. Economics of Outdoor Recreation.
See Report # 4 above-- Economics.

8. MUSIC

A. New courses

MUSIC 437. Sixteenth Century Counterpoint. *3 (First Term, 3-0-0). Prerequisites: MUSIC 202 and 350. Note: Formerly part of MUSIC 433.

MUSIC 438. Introduction to Medieval and Renaissance Music Theory. *3 (Second Term, 3-0-0). Prerequisite: MUSIC 437. Note: Formerly part of MUSIC 433.

B. Course changes

MUSIC 222. Second Practical Subject. Add to Note: Restricted to B. Mus. students and B. Ed. students majoring in secondary music education.

MUSIC 322. Second Practical Subject. Add to Note: Restricted to B. Mus. students and B. Ed. students majoring in secondary music education.

8. MUSIC (cont'd)

MUSIC 409. Viola Technique for Violinists. Delete: Second Term. Change hours to: (1-0-0). Add Note: A single-term course offered over the full session.

MUSIC 422. Second Practical Subject. Add to Note: Restricted to B. Mus. students and B. Ed. students majoring in secondary music education.

MUSIC 460. Composition. Add Note: Public performance of works completed in the course will be expected.

MUSIC 522. Second Practical Subject. Add to Note: Restricted to B. Mus. students and B. Ed. students majoring in secondary music education.

MUSIC 528. Art Song Interpretation. Change prerequisite to read: MUSIC 424 or 425 or 465, and 428 or equivalent, and consent of the Department.

MUSIC 560. Composition. Add Note: Public performance of works completed in the course will be expected.

MUSIC 580. Introduction to Twentieth Century Harmony. Change title to read: Twentieth Century Compositional Techniques.

MUSIC 628. Art Song Interpretation. Add Prerequisite: MUSIC 525, and 528 or equivalent, and consent of the Department.

C. Course cancellation

MUSIC 433. Sixteenth Century Counterpoint.

D. 43.1.13.3 (Composition)

Second year: Add: MUSIC 361 after 360. Delete: single-term music option.
Third year: Add: MUSIC 580 after 544. Delete: MUSIC 361.
Fourth year: Delete: MUSIC 433. Add: MUSIC 437, 581.

43.1.13.4 (History and Literature)

Fourth year: Delete: MUSIC 433. Add: MUSIC 437, 438.

43.1.13.5 (Theory)

Fourth year: Delete: MUSIC 433. Add: MUSIC 437, 438 and MUSIC 580 after 545. Delete: single-term music option.

9. PHILOSOPHY

A. New courses

PHIL 339. Ethics I. *3 (First Term, 3-0-0). An examination of questions of right and wrong, good and evil, and reasons for action, through study of the ethical theories of authors such as Plato, Aristotle, Hobbes, Hume, and Kant. Some attention will be given to practical moral issues of contemporary interest. Note: Formerly part of PHIL 354.

PHIL 340. Ethics II. *3 (Second Term, 3-0-0). J. S. Mill and utilitarianism, and recent criticisms of utilitarian ethics; the development of ethical relativism and scepticism; theories of freedom, moral responsibility, and punishment. Prerequisite: PHIL 339 or the consent of the Department. Note: Formerly part of PHIL 354.

PHIL 333. Political Philosophy I. *3 (First Term, 3-0-0). Concentration on central figures in the history of political philosophy such as Aristotle, Hobbes, and Rousseau. Topics include the nature and justification of political obligation, freedom and authority, and the social contract. Note: Formerly part of PHIL 348.

PHIL 334. Political Philosophy II. *3 (Second Term, 3-0-0). An examination of political philosophy from Rousseau's Social Contract to the present day. Other authors studied may include Mill, Hegel, Marx, and some contemporary theorists. Prerequisite: PHIL 333 or the consent of the Department. Note: Formerly part of PHIL 348.

PHIL 575. Contemporary Topics III. *3 (either term, 3-0-0).

PHIL 577. Contemporary Topics IV. *3 (either term, 3-0-0).

PHIL 580. Topics in Philosophy of Law. *3 (either term, 3-0-0).

B. Course changes

PHIL 322. Epistemology. Delete from description: ... "knowledge of ourselves, other persons,"....

PHIL 323. Philosophy of Mind. Change description to read: Approaches to the question of what it means to be a person and have a mind. The relationship of philosophical ideas to scientific investigations of mental phenomena will be studied. Specific topics include: the mind-body relationship, personal identity, memory, imagination, intention, desire, emotion, and sensation.

PHIL 365. Philosophy of Social Sciences. Change description to read: A critical examination of the theories of man and of society which underlie the various sciences of man; and an evaluation of the methods appropriate to such disciplines. Consideration will be given to movements such as positivism, ethnomethodology and critical theory, and to figures such as Habermas, Popper, and Winch.

PHIL 352. Social Philosophy. Change weight to: *3 (either term, 3-0-0).

C. Course cancellations

PHIL 348. Political Philosophy.

PHIL 354. Ethics.

10. PSYCHOLOGY.

New courses

PSYCO 455. Personality and Social Development. *3 (First Term, 3-0-0). A review of psychological theory and research on age trends and individual differences in personality and social development.

11. RELIGIOUS STUDIES

[Preface: The courses listed below represent an extensive reorganization and modification of the Department's offerings. Because of changes in course numbers and/or content, students should compare their new course selections with courses previously taken so as to avoid duplication or overlap.]

A. New courses

RELIG 301. Hinduism I: Early Religious Thought of India. *3 (either term, 3-0-0). Study of the religion of the Vedas and the Upanishads, with the help of selected texts.

RELIG 306. The Bhagavad Gita. *6 (3-0-0). Critical study of the Text.

RELIG 307. The Yogacara. *3 (either term, 3-0-0). The religious idealism of one of the two major schools of the Mahayana.

RELIG 309. The Religions of India Through Art. *3 (either term, 3-0-0). A study of the religions of India through the art and architecture of Hinduism, Buddhism, Jainism, and Islam.

11. RELIGIOUS STUDIES (cont'd)

RELIG 312. Japanese Religious Thought. *3 (either term, 3-0-0). An examination of the perception of the Divine, of Nature, of Man embodied in the way of thinking and religious ideas of the Japanese.

RELIG 313. Zen and Japanese Culture. *3 (either term, 3-0-0). A study of the history, nature, and meaning of Zen Buddhism, and its influence on various religious-aesthetic expressions of Japanese culture.

RELIG 315. Chinese Religious Thought. *3 (either term, 3-0-0). An examination of the perception of the Divine, of Nature, of Man in the way of thinking and religious ideas of the Chinese.

RELIG 316. Taoism and Chinese Culture. *3 (either term, 3-0-0). A study of the history and structure of Taoism, and its influence on the life, thought, and culture of the Chinese people.

RELIG 326. Muhammad the Prophet. *3 (either term, 3-0-0). A historical and thematic investigation of the career and religious impact of the Prophet.

RELIG 327. Qur'ānic Studies. *3 (either term, 3-0-0). An examination of the style, structure, and doctrine of the Qur'ān.

RELIG 328. Contemporary Islamic Religious Movements. *3 (either term, 3-0-0). Recent developments in the philosophical, social, and religious life of Islam throughout the world.

RELIG 329. Islam through Cultural Forms. *3 (either term, 3-0-0). The religious vision of Islam through art, literature, and architecture.

RELIG 330. The Pentateuch. *3 (either term, 3-0-0). A text-critical examination of the history, literature, and theology of Genesis, Exodus, Leviticus, Numbers, and Deuteronomy.

RELIG 347. Use of Old Testament ~~and~~ in New Testament. *3 (either term, 3-0-0). A study of the use of the Old Testament in the New Testament, including a study of the relation of the two testaments

RELIG 350. Jesus of Nazareth. *3 (either term, 3-0-0). A study of the life, death, and resurrection of Jesus, and his influence in history.

RELIG 356. Christian Theology I. *3 (either term, 3-0-0). The emergence of the Catholic tradition and the growth of medieval theology to 1300.

RELIG 357. Christian Theology II. *3 (either term, 3-0-0). The spirit of eastern Christendom, reformation, and modern theology to present time.

RELIG 358. The Institutes of John Calvin. *3 (either term, 3-0-0). The theology of Calvin as found in the Institutes.

RELIG 359. Theology of Luther. *3 (either term, 3-0-0). A critical study of the genesis, development, and structure of Luther's theology.

RELIG 408. The Tantra. *3 (either term, 3-0-0). Study of Tantric esotericism, its principles, its aesthetic expressions, and its influence on the religion of Tibet, Nepal, and India.

RELIG 410. Myths, Legends, and Folklore in Japan. *3 (either term, 3-0-0). An intensive study of the structure and meaning of Japanese myths and folklore from a comparative, cross-cultural perspective.

11. RELIGIOUS STUDIES (cont'd)

RELIG 411. Myths, Legends, and Folklore in China. *3 (either term, 3-0-0). An intensive study of the structure and meaning of Chinese myths, legends, and folklore. Attention will be given to different approaches and methods.

RELIG 425. Islamic Religious Texts. *3 (either term, 3-0-0). Study of hadith, exegetical literature and theological writings.

RELIG 431. Studies in Rabbinic Texts. *6 (3-0-0). The theology of Rabbinic Judaism examined through selections from the Mishna, Talmud, Tosefta, and Midrash.

B. Course changes

RELIG 302. Introduction to the Six Systems of Indian Philosophy. Change number to 308. Add Note: Formerly RELIG 302: Introduction to the Six Systems of Indian Philosophy.

RELIG 303. Buddhism in India: Hinayana. Delete: Note.

RELIG 304. Buddhism in India: Mahayana. Add Prerequisite: RELIG 303.

RELIG 310. Themes of Pre-literate Religious Tradition. Change number to 381. Add Note: Formerly RELIG 310.

RELIG 318. Japanese Buddhism. Change number to 314. Add description: A study of the history and the structure of Japanese Buddhism, as distinct from Indian and Chinese Buddhism. Add Note: Formerly RELIG 318.

RELIG 319. Chinese Buddhism. Add description: A study of the distinctive features of Chinese Buddhism, with particular reference to the origin and development of Chinese Zen (Ch'an) and to its meaning for East Asian civilization.

RELIG 320. Taoism. Change number to 412. Add note: Formerly RELIG 320.

RELIG 321. Islamic Faith and Institutions. Change title to read: Islam.

RELIG 322. Islamic Sects. Change title to read: Islamic Religious Diversity.

RELIG 323. The Encounter of Islam and Christendom. Delete: Note.

RELIG 333. Religious Significance of the Prophets. Change to: either term.

RELIG 334. Studies in Old Testament Texts. Change number to 430. Change weight to: *3. Delete: Prerequisite. Add Note: Formerly RELIG 334: Studies in Old Testament Texts.

RELIG 336. The Ethical Dimension of Judaism. Change title to read: The History of the Jewish Ethical Tradition.

RELIG 340. Judaism and the Jewish People. Change number to 338. Add Note: Formerly RELIG 340.

RELIG 349. Primitive Christian Literature. Change weight to: *3 (either term, 3-0-0).

RELIG 355. Religions of Western Canada. Change number to 385. Add Note: Formerly RELIG 355: Religions of Western Canada.

11. RELIGIOUS STUDIES (cont'd)

RELIG 364. The Christian Tradition. Change number to 348. Add Note: Formerly RELIG 364.

RELIG 390. Modern Religious Perspectives. Change number to 373. Add Note: Formerly RELIG 390.

RELIG 401. Contemporary European Religious Thought. Change number to 372. Change title to: Contemporary Religious Thought. Change description to read: A survey of modern religious thought. Change hours to: (3-0-0). Add Note: Formerly RELIG 401.

RELIG 405. Religions of the Ancient Near East. Change weight to: *3.

RELIG 415. Myths and Symbols. Change number to 465. Add Note: Formerly RELIG 415.

RELIG 420. Myth and Truth in Religious Thought. Change number to 371. Add Note: Formerly RELIG 420.

RELIG 460. Religious Hermeneutics. Change description to read: A critical study of how one interprets religious documents with examples from world religions.

C. Course cancellations

RELIG 305. The Religious Thought of India.
RELIG 370. Modern Religious and Atheistic Thought.
RELIG 376. Fundamentalism.

D. Course Numbers Vacated

302, 310, 317, 318, 320, 334, 340, 355, 364, 390, 401, 415, and 420.

1 . ST. JOSEPH'S COLLEGE

New courses

ChrT 342. The Early Papacy. *3 (either term, 3-0-0). An historical study of the establishment of the Papacy and its development until the formation of the Papal states in the Eighth Century.

ChrT 343. The Medieval Papacy. *3 (either term, 3-0-0). The Popes and the Papal institution from the time of Charlemagne till the Council of Trent in the Sixteenth Century.

ChrT 410. Modern Catholic Theology. *3 (either term, 3-0-0). An exploration of the efforts of one or several recent or contemporary Roman Catholic theologians to express Christian doctrine in ways intelligible to the modern world. Prerequisites: Two previous courses in Christian theology or permission of College.

ChrT 411. Seminar in Ecumenism. *3 (Second Term, 3-0-0). An examination of the Protestant-Catholic-Orthodox dialogues in the Twentieth Century and the efforts to recover the unity-within-diversity of Christianity. Prerequisites: Two previous courses in Christian Theology or permission of the College.

Course Changes

PHIL 217. An Introduction to Catholic Philosophy. Change title to read: An Introduction to Christian Philosophy.

August 27, 1980

ARTS FACULTY COUNCIL
Minutes of Meeting of September 30, 1980
2:00 - 3:30 p.m.

PRESENT: T. H. White (Chairman), R. F. Anderson, S. H. Arnold, D. F. Barbour, D. Barnet, W. A. Blanchard, J. A. Brumlik, P. J. Cahill, D. J. C. Carmichael, R. J. Chenier, R. P. Cirillo, F. D. Clandfield, L. H. Craig, J. A. Creore, O. P. Dickason, M. V. Dimic, E. Egert, F. C. Engelmann, N. Fetterman, K. Fettig, L. T. Fitz, J. A. Forbes, J. F. Forrest, J. V. Freeman, M. A. Gillies, M. Good, M. Grayson, R. Gruhn, K. L. Gupta, C. S. Hale, D. J. Hall, H. A. Hargreaves, R. T. Harrison, C. G. Hickey, C. W. Hobart, K. T. Holden, F. G. Hulmes, K. Ivany, M. Jendyk, D. C. Johnson, J. King-Farlow, H. Kreisel, K. J. Krotki, J. F. Lauber, H. T. Lewis, P. L. Lindsay, J. C. MacKenzie, R. C. Macleod, W. MacNeil, G. Marahrens, M. L. Marckworth, D. T. Marriott, R. E. McKown, J. S. McMaster, R. D. McMaster, J. H. McTeague, R. J. Middleditch, R. G. Moyles, A. M. Munn, J. M. Nelson, S. C. Neuman, N. A. Page, N. J. Parker-Jervis, H. Pausch, C. T. Peacocke, R. A. Pendergast, R. A. Pitts (Alt), R. H. M. Plain, T. C. Pocklington, P. E. Prestwich, T. M. S. Priestly, K. D. Prithipaul, M. Prokop, S. M. M. Qureshi, F. L. Radford, E. Reinhold, W. Renke, P. A. Robberecht, B. L. Rochet, M. F. Roeder, M. L. Ross, C. E. Schweger, R. A. Shiner, R. A. Silverman, R. Silvester, R. G. Sinclair, O. F. G. Sitwell, A. M. Small, R. C. Smith, S. E. Stambaugh, R. A. Stangeland, J. A. Sybesma-Ironside, U. Trumpener, M. M. Van de Pitte, W. G. Watson, M. A. Whitaker, J. N. Wickenden, M. D. Wilkie, C. R. Wilson, H. E. Wilson.

1. Agenda

Dean White announced one addition to the agenda: Report of the Course and Calendar Change Committee: September, 1980.

On a motion by Professor Munn, seconded by Associate Dean Qureshi, the agenda was adopted.

2. Minutes of the Meeting of August 26, 1980

At the request of Professor Prithipaul, it was agreed to amend the Minutes on page 10, paragraph 2, to read:

"The Chairman quoted from a document, addressed to GFC Executive from the past Dean of Arts, Dr. Abu-Laban, that defines the working relationship between the Faculty and St. Joseph's: "I can now report that the Faculty and the College appear to have reached agreement on their functional relationship. The Faculty has reaffirmed its long-standing role as the University's agency for approving courses proposed by St. Joseph's College (where Arts options are concerned, that is). This relationship -- which provides the College with the full integration so vital to it as it works with the primary Faculty of its affiliation -- is predicated on the understanding that (a) St. Joseph's has no intention of impinging on the Faculty's departments in the courses it will seek to give (by which is meant, entering into direct competition by offering equivalent courses or usurping areas that can legitimately be said to belong to a given department), and (b) insofar as the acceptability of new courses is concerned, St. Joseph's is willing to submit itself unreservedly to established Faculty procedures for handling competing departmental interests." He concluded there were no clear guidelines to indicate that communication on course approval goes one way only. Established Faculty procedures for handling jurisdictional disputes

permit consultation between disputing departments. He thought that perhaps it was necessary for Council to establish a precedent for subsequent relations between the Faculty and the College. Professor Hobart stated that to defer approval of the courses may set the precedent that the Department of Religious Studies should seek the approval of the College before submitting courses to the Faculty for approval."

On a motion by Professor Creore, seconded by Professor Smith, the Minutes, as amended, were approved.

2.1 Business Arising: Motion: Peacocke/Hawkins:
THAT the Dean be instructed to seek clarification and report to Council on the procedures for consultation with St. Joseph's College for the approval of new courses.

With respect to this motion, the Dean reported that he had investigated the matter. Affiliated colleges within the Province, such as Concordia, Camrose, Canadian Union, St. Stephen's and St. Joseph's, are not degree-granting institutions, but under the affiliation agreements, certain of their courses are accepted for credit towards the University of Alberta degree. In the case of St. Joseph's College, the Faculty of Arts has acted as the University's agency for approving their courses over the years. This is as distinct from the others where the Committee on Admissions and Transfer handles this approval. In order to clarify the details of this relationship, the following two guidelines were agreed to by the Faculty and St. Joseph's last year:

1) St. Joseph's has no intention of impinging on the Faculty's departments in the courses it will seek to give (by which is meant, entering into direct competition by offering equivalent courses or usurping areas that can legitimately be said to belong to a given department), and
2) insofar as the acceptability of new courses is concerned, St. Joseph's is willing to submit itself unreservedly to established Faculty procedures for handling competing departmental interests.

For new course proposals, St. Joseph's consults with the appropriate department within the Faculty, and then submits its proposal to the Course and Calendar Change Committee which brings it forward to Arts Council with a recommendation for decision by Council. St. Joseph's receives information about new course proposals by Arts departments through the report of the Faculty Course and Calendar Change Committee in advance of Council meetings. St. Joseph's has a representative on the Council who can speak to any of the proposals during Council deliberations. The Dean thought these were significant and generous gestures in the working relationship with the affiliated college. It was his judgment that these procedures constitute a fair arrangement and that there was no need for adjustment at this time.

2.2 The Governor-General's Gold Medal Award
The Dean reported for information that the Governor-General's Office was not prepared to move from the principle of awarding only one medal in any given year. The office is therefore following up on the recommendations approved by Council at its last meeting to cover this situation.
[Recommendations of the Honors Committee: That, Council either on its

own authority or by appeal to the appropriate authority within the University, award a special medal to Miss Carnie; this medal to be designated either: Faculty of Arts - Special Medal, or, University of Alberta - Special Medal, as appropriate. That it be noted on Miss Carnie's transcript that this medal is the equivalent of the Governor-General's Gold Medal.]

3. Report of the Executive Committee

[The report having been distributed in advance of the meeting, a copy is attached to the official Minutes only.] Two items were removed for separate consideration.

3.1 Chairman's Selection Committee: Slavic Languages

Dean White stated that, in accordance with Faculty legislation for departments with less than 10 staff members, one of the three staff members on the Selection Committee is elected by the Faculty. The Executive nominations were automatically before Council:

Professor I. Moravcik	Economics
Professor R. Motut	Romance Languages
Professor M. Prokop	Germanic Languages
Professor U. Trumpener	History

Professor Prokop's name was withdrawn because he had been elected the previous day by GFC to that selection committee.

It was moved by Professor Munn, seconded by Professor Marahrens,
THAT nominations cease.

Motion carried
(election by Faculty-wide ballot)

3.2 Faculty of Arts Rehearing Committee: Faculty Panel

Dean White summarized that the panel is composed of eight staff members, four from each division of the Faculty. Dr. R. J. Buck, Classics, is the only continuing member for the last year of a two-year term. The Executive nominations were automatically before Council.

Professor F. Bueckert	Drama
Professor M. M. van de Pitte	Philosophy
Professor A. Prelorentzos	Germanic Languages
Professor P. A. Robberecht	Comparative Literature
Professor P. J. Cahill	Religious Studies
Professor D. J. Hall	History
Professor K. H. Norrie	Economics
Professor B. G. Rule	Psychology
Professor B. W. Wilkinson	Economics
Professor C. R. Wilson	Anthropology

It was moved by Professor Egert, seconded by Associate Dean Qureshi,
THAT nominations cease.

Motion carried
(election by Faculty-wide ballot)

4. Report of the Curriculum Committee on the Proposed Four-Year B.A. (General) Degree Program

[The report having been circulated in advance of the meeting, a copy of the (revised) report is attached to the official Minutes only.]

In 1978, the Executive Committee received a resolution from the Department of English that the Faculty of Arts be encouraged "to consider the feasibility of substituting a four-year B.A. (General) program for the present three-year B.A. (General) program." The resolution was referred to the Curriculum Committee, and the report of the Committee was forwarded to the Executive in August.

Professor Radford, Chairman of the Committee, indicated in his covering letter to the Executive that,

> "The report considers the questions of the adequacy of the existing degree and of the possible broad outline of a four-year replacement degree, but does not seek to offer specific course models for the latter. The Committee did consider some such models, but concluded they would distract attention from the main question and that they should not be put forward without more discussion with the individual Departments of the Arts Faculty. It also concluded that such discussions could be carried on much more fruitfully if the Faculty had already made a decision on the general principle. If that decision were to be favourable to a four-year degree, then initial steps could be taken to carry the matter forward to other levels of the University, while the details of the new programme were being worked out by a committee specifically devoted to that end."

It was moved by Professor Radford, seconded by Professor Marahrens,

> THAT the present three-year B.A. (General) Degree be replaced by a four-year B.A. (General) Degree.

Professor Smith stated that he was in favour of the motion. He noted, however, that two questions should be addressed: 1) what happens to the B.A. (Special), if the four-year degree is approved, and 2) since there is a general agreement in the Faculty of Science to continue with the three-year program, what would be the effect of this proposal on that program? Professor Radford responded that it was the Curriculum Committee's intention to let the ad hoc committee deal with the question of the B.A. (Special) program. It was originally implemented as an interim and transitional program, in the Moore report, which implied that the Faculty might want to move to a four-year general degree, in which case the Faculty would have to consider at that time whether to retain a four-year B.A. (Special) as an interdisciplinary/multidisciplinary degree, or whether it should be used as a model for a four-year general degree program. With respect to the second question, Professor Radford thought there was some division within the Faculty of Science over the three-year degree. He was unsure what the position would be in reaction to the Faculty's move from a three-year degree.

The motion was PUT and CARRIED.

It was moved by Professor Radford, seconded by Ms. Gillies,

THAT an ad hoc committee of the Faculty of Arts be struck to report to the Arts Faculty Council on outstanding questions of procedure and detail in implementing the new degree, taking into consideration the structure and requirements of other four-year programmes in the Arts Faculty. The membership of this committee should include representatives from the Curriculum Committee and the Academic Planning Committee, and from the three divisions within the Faculty. The questions to be reported upon by the ad hoc committee, after consultation with the Departments, should include the following:

1. The design of a model for the new first year, taking into account its crucial strategic position in improving the preparation of students for the later years of the degree and considering the desirability of interdisciplinary and multidisciplinary core courses at this stage.

2. The minimum and maximum number of courses for subjects of concentration within the four-year B.A. (General) Degree.

3. The desirable ratio between core requirements and distribution of subjects in the new degree programme.

4. The desirability of senior generalist or multidisciplinary and interdisciplinary courses to encourage breadth and the placement of specialist knowledge in its cultural and historical context in senior years.

5. The feasibility of extensive provision for advanced placement of entering students; the need for special provisions for part-time and mature students; and the means of ensuring that pre-professional students, such as those in pre-Law programmes, will not be adversely affected by the new degree structure.

Professor Carmichael asked how long it would take the ad hoc committee to prepare its recommended model. Professor Radford responded that, in his opinion, Council should give direction on a time frame rather than the Curriculum Committee. He presumed the recommendation should be acted upon as quickly as possible. However, a fair amount of negotiation with the individual departments will be necessary, and he was unsure how time-consuming the exercise will be.

The Dean suggested that one way to expedite the decision on a time frame would be to create a blank in the proposed motion. Parliamentary procedure would permit a blank to be created, for example, in the second line of the recommendation -- i.e., "to report to the Arts Faculty Council by _______." Once created, by a majority vote, Council could then vote on the number of suggestions. The suggestion to receive the greatest majority would be inserted into the blank as the deadline to report.

It was moved by Professor Carmichael, seconded by Professor Munn,

THAT a blank be created in line 2 of the recommended motion after the words "Arts Faculty Council."

Motion carried

Professor Dimic asked what mechanism is normally used within the Faculty to strike ad hoc committees, and what was the usual timeline for them to report? The Dean responded that either Council or the Executive could be charged with the responsibility of striking the committee. In his opinion, it would be handled more expeditiously by the Executive.

It was unanimously agreed to insert "by April, 1981" into the motion.

Professor Ross also suggested that a certain amount of flexibility be permitted in the event the committee thought it could not present an adequate model program by that deadline. Professor Creore added that, in the event of a delay, the issue should be brought back to Council when the students are able to attend.

Professor Harrison, past chairman of the Curriculum Committee, commented that in the early discussion at the Curriculum Committee some skepticism was expressed that the four-year degree would be accepted by the central administration and the Department of Advanced Education and Manpower. In that connection, one feature in the report appeared to be important -- page 7, the last paragraph states: "The B.A. General should now be made a four-year degree for all entering students except those who can show a level of preparation justifying entry into the second year of a four-year programme."

It was this feature the Committee thought would be attractive to the provincial government because the possibility of a three-year general B.A. was not absolutely removed. Also, he thought that the presence of the three-year degree at the University of Alberta was perhaps a matter of government intention rather than neglect, i.e., they wanted some institution in the province to be offering a degree to be taken in three years. He added it would also be attractive to the provincial government in another way. It would provide a wholesome impetus to concentrate a little more carefully on the university-preparation element of the high school education system.

It was moved by Professor Harrison, seconded by Professor Munn,
to amend the motion to read:

5. The feasibility of extensive provision for advanced placement of entering students, so that completing a general B.A. in three years remains a practical alternative for students who are sufficiently well prepared for university work.

6. The need for special provisions for part-time and mature students; and the means of ensuring that pre-professional students, such as those in pre-Law programmes, will not be adversely affected by the new degree structure.

It was moved by Professor MacKenzie, seconded by Professor Trumpener,
THAT the wording in 5. include "second-year" before "university work."

Professor Hobart agreed, if students are to be granted advanced placement, the motion should indicate they have met specified degree requirements, as opposed to simply being prepared for university work. Professor Carmichael agreed that without the addition of "second-year" in the motion, the suggestion of the amendment would defeat the intention of the first motion.

Professor Plain stated that if the amendment were approved, it would establish the precondition for a three-year general degree that was previously replaced in recommendation one, and was, therefore, contrary to the motion. Dean White responded that, in his opinion, the amendment had been formulated in such a way that the issue is one of acceleration rather than a pseudo three-year degree versus the four-year degree as proposed. He thought acceleration was within the spirit of the first recommendation.

It was moved by Professor Marckworth, seconded by Professor Smith,
to amend the proposed amendment by replacing the words "second-year university work" with "this."

Professor Marckworth thought the word change might answer the question of whether advanced placement would always have to be into the second year.

The amendment to the amendment to the motion was PUT and DEFEATED.

Professor Marahrens shared the doubts expressed by Professor Plain. Everything that the Faculty wished to achieve had been adequately expressed in the first sentence of recommendation 5. If the three-year B.A. were again mentioned as proposed in the amendment, it would be against the spirit of recommendation one. The Faculty should be prepared to accept the possibility of a dispute with the Department of Advanced Education and Manpower. However, with the strong support of the central administration, General Faculties Council and the Board of Governors, he thought the department would approve the request.

Professor Hargreaves suggested the proposed amendments be regarded as directives to the ad hoc committee. Once they are given the flexibility and freedom to explore the suggestions, they will report their ideas back to Council. It will be the responsibility of administrative staff, not the committee itself, to work out the problems that may be perceived.

The amendment to the motion was PUT and DEFEATED.

It was moved by Professor Jendyk, seconded by Professor Silverman,
THAT the second sentence of the motion be amended to read: "The membership of this committee should include the Associate Dean of the Student Programs, or his designate, representatives from the Curriculum Committee and the Academic Planning Committee, etc."

Motion carried

Associate Dean Reinhold agreed the specific composition of the committee should be left open to the Executive Committee. He added the ad hoc committee should also be free to investigate any other items it considered important in the implementation of a new four-year degree program. The Dean agreed that the word "should" implied the questions listed were a minima of suggestions.

Professor McMaster objected that the proposal implied the addition of a new first year of study, not the addition of a fourth year of advanced study.

It was moved by Professor McMaster, seconded by Professor Creore,
THAT the word "new" in item one of the motion be deleted, and
THAT the sentence stop after the word "degree."

Motion carried

At the suggestion of Professor McMaster, Professor Radford (mover of the motion) and Ms. Gillies (seconder of the motion) agreed to delete the word "senior" in item 4 of the motion and to stop the sentence after the word "context."

At the suggestion of the Registrar, it was agreed to change the word "placement" in item 5 with "standing for."

The original motion, as amended, would now read:
THAT an *ad hoc* committee of the Faculty of Arts be struck to report to the Arts Faculty Council by April, 1981, on outstanding questions of procedure and detail in implementing the new degree, taking into consideration the structure and requirements of other four-year programmes in the Arts Faculty. The membership of this committee should include the Associate Dean of Student Programs, or his designate, representatives from the Curriculum Committee and the Academic Planning Committee, and from the three divisions within the Faculty. The questions to be reported upon by the *ad hoc* committee, after consultation with the Departments, should include the following:

1. The design of a model for the first year, taking into account its crucial strategic position in improving the preparation of students for the degree.

2. The minimum and maximum number of courses for subjects of concentration within the four-year B.A. (General) Degree.

3. The desirable ratio between core requirements and distribution of subjects in the new degree programme.

4. The desirability of generalist or multidisciplinary and interdisciplinary courses to encourage breadth and the placement of specialist knowledge in its cultural and historical context.

5. The feasibility of extensive provision for advanced standing for entering students; the need for special provisions for part-time and mature students; and the means of ensuring that pre-professional students, such as those in pre-Law programmes, will not be adversely affected by the new degree structure.

The original motion, as amended, was PUT and CARRIED.

It was moved by Professor Marahrens, seconded by Professor Hargreaves,
THAT the Council of the Faculty of Arts express its gratitude for the excellent work done by the Curriculum Committee in the preparation of the report on the proposed four-year B.A. (General) programme.

Motion carried

It was moved by Professor Dimic, seconded by Professor Marahrens,
THAT the Executive be empowered to strike the ad hoc committee as described in recommendation 2.

Motion carried

5. Report of the Course and Calendar Change Committee: September 1980
[The report having been circulated in advance of the meeting, a copy is attached to the official Minutes only.] All items were removed for consideration.

On separate motions moved by Professor Neuman, seconded by Professor Sitwell, it was agreed to approve the request by the Department of Economics to include a new section Honors in Economics and Mathematics in the Calendar, and to approve the request of the Department of Geography to make an editorial change in the Honors in Geography description in the Calendar.

On a motion by Professor Neuman, seconded by Professor Munn, it was agreed to accept the recommendation of the Honors Committee with respect to the editorial changes in the Honors in Drama proposal with the exception of the sentences in square brackets which read:

> [Ability in a language other than English to the 300-level is also required. *The student needs to demonstrate proficiency in one language other than English, either by taking courses up to the 300-level or by passing a (departmental) test.*]
> *(placement)*

It was moved by Professor Marahrens, seconded by Professor Gupta,
THAT the sentences in question be referred back to the Honors Committee.

Motion carried

CLASSICS 475. Professor Neuman, Chairwoman of the Committee, reported she had been requested, shortly before the meeting, to seek Council approval to change the weight of Classics 475 from 3 to 6. Professor Smith of the Department of Classics explained the change was requested because the particular course was given in Rome only during the summer months, and because of the difficulties in setting up the course and the intensive number of hours' work required of the students.

On a motion by Professor Neuman, seconded by Professor Small, it was agreed to change the weight of CLASS 475 from 3 to 3 or 6.

6. Adjournment
On a motion by Associate Dean Qureshi, seconded by Associate Dean Moyles, the meeting adjourned at 3:30 p.m.

Chairman

FACULTY OF ARTS EXECUTIVE COMMITTEE REPORT: August 21 and September 12, 1980

1. External Membership on the 1980-81 Arts Faculty Council

The Executive received and approved the following Faculty nominations for external representatives on the Arts Faculty Council:

Faculty of Business Administration and Commerce -	Professor J. L. Brown, Organizational Analysis
Faculté Saint-Jean -	Dean G. Morcos Professor R. A. Pitts (alternate)

2. Committee Memberships

2.1 Honors Committee

The Executive received and approved on behalf of Council the following departmental nominations:

Germanic Languages	Professor A. Prelorentzos Professor E. Egert (alternate)
Linguistics	Professor M. L. Markworth
Religious Studies	Professor K. D. Prithipaul

2.2 Chairman's Selection Committee: Slavic Languages

The following nominations were made by the Executive in accordance with the revised University regulations governing departments with less than 10 full-time staff. One staff member is to be elected.

Professor I. Moravcik	Economics
Professor R. Motut	Romance Languages
Professor M. Prokop	Germanic Languages
Professor U. Trumpener	History

3. Report of the Curriculum Committee on the Proposed Four-Year B.A. (General) Degree Program.

In 1978, the Executive received a resolution from the department of English that the Faculty of Arts be encouraged "to consider the feasibility of substituting a four-year B.A. (General) program for the present three-year B.A. (General) program." The resolution was referred to the Curriculum Committee, and the Executive was now asked to consider the Committee's report.

Professor Radford, Chairman of the Committee, indicated in his covering letter that

> "The report considers the questions of the adequacy of the existing degree and of the possible broad outline of a four-year replacement degree, but does not seek to offer specific course models for the latter. The Committee did consider some such models, but concluded that they would distract attention from the main question and that they should not be put forward without more discussion with the individual Departments of the Arts Faculty. It also concluded that such discussions could be carried on much more fruitfully if the Faculty had already made a decision on the general principle. If that decision were to be favourable to a four-year degree, then initial steps could be taken to carry the matter forward to other levels of the University, while the details of the new programme were being worked out by a committee specifically devoted to that end."

Following a detailed review of the report at its August 21 meeting, the Executive offered some suggestions for change to the Curriculum Committee.

The recommended changes had been incorporated in the revised report received by the Executive at its September 12 meeting. On a motion by Professor Hobart, seconded by Ms. Gillies, the Executive endorsed the report of the Executive committee and agreed to place it on the agenda for the September Full Council meeting.

REPORT OF THE CURRICULUM COMMITTEE OF THE FACULTY OF ARTS ON THE PROPOSED FOUR-YEAR B.A. (GENERAL) DEGREE PROGRAMME

A. Aims and Principles of the B.A. (General) Degree

The principles, objectives and aims of the B.A. (General) Degree as set forth in the APAC Reports of 1973 and 1974, which have been accepted as the guiding documents for the Faculty of Arts, may be summarized as follows:

1. An education in the Liberal Arts consists, and should consist, of diversified education in several branches of study, centering primarily on the Liberal Arts, whereby some knowledge is gained of Humanities, Fine Arts, Social Sciences and Natural Sciences. (APAC Report #1, p. 2: 2b)

2. The B.A. (General) should provide kinds of knowledge that use an intellectual approach leading to critical judgement and produce sufficiently tangible skills, including especially proficiency in written and oral communication. The student should learn as many methods of enquiry as possible and should be assisted to develop general intellectual and aesthetic capacities, including the capacity for self-education; experience in prior and contemporary cultures, so as to aid in assessment of the present and future; understanding of others and judgement of self in relation to the world; and the means for arriving at personal standards of value. (APAC Report #1, p. 10: B)

3. Students should be encouraged to explore widely, but not at the expense of integrated humanistic studies and fuller exploration of areas of special interest: a fairly deep acquaintance with at least two fields of study being an essential part of a liberal education. (APAC Report #1, p. 11: 1a and 1b)

4. The awarding of the B.A. Degree signifies, and should signify, that a satisfactory body of knowledge has been gained by the student, and that the student has obtained and demonstrated the intellectual capacity and the skills and the knowledge to understand and to achieve the seeking, preserving and disseminating of knowledge in various fields. (APAC Report #1, p. 8: 6a)

B. The Three-Year Degree

Before setting forth the general objectives and aims of the B.A. Degree the first APAC Report makes the following comment:

> To avoid pointless debate, we deem it expedient to assume that the B.A. (General) will continue to to be the usual degree and that it will continue to be a three-year degree.
>
> (p. 10:A)

The reasons for the rather equivocal wording of this assumption have become clearer in the years since 1973 as the aims and principles formalized in the APAC Reports themselves have served to highlight the anomalies of the three-year degree. In particular, it has become increasingly difficult to reconcile the principles of breadth and depth of knowledge with the three-year period of education, given the present state of preparation of entering students. APAC Report #1 points out that Alberta Grade XII is held to be a "preparatory year for University, or even ... the first year of University, and so of the Faculty of Arts." It goes on to say, "We suggest that the assumption that Grade XII is a preparatory year or the first University year with specific requirements be abandoned." (p. 7: 1b and 1c) The question that arises is whether a three-year programme whose length is based upon a specific assumption of preparation can be maintained when that assumption is abandoned. This issue will be considered further in the section on History, below.

It may be relevant to note here that, when the Curriculum Committee of the Faculty of Arts and Sciences at The University of Calgary proposed the new curriculum which resulted in the abandonment of the three-year degree at that institution, it stated principles of breadth and depth similar to those endorsed by our own APAC Reports, but then frankly stated that "The Committee finds that no matter how the courses are combined and arranged, it is impossible to arrive at the desired results in less than four years." (Report, April, 1968, p. 5) Furthermore, at that time when the most common B.A. Degree throughout Alberta was the three-year degree, the Calgary committee surveyed employing firms and government agencies and found that the main deficiencies of graduates were seen to be:

(1) Lack of depth of knowledge in field of specialization.

(2) Inability to apply theoretical knowledge to new concrete situations and, in general, inability to handle new problems.

(3) Inability to organize data and write concise and to-the-point reports about it and, in general, inability to write and speak well.

(4) Immaturity.

Graduates of the three-year B.A. and B.Sc. programmes were found to be particularly at fault. (Report, April, 1968, pp. 2-3)

In other words, the weaknesses were in precisely those areas where our APAC Reports call for the B.A. Degree to build strengths.

The APAC Reports make some specific recommendations for improvement in breadth or depth of programmes. Report #1 recommends that the principal subject of concentration be made strong enough to allow "easy linkage with graduate work and with other Faculties" (p. 12: 1d). Any such intensification is manifestly impossible in a three-year programme. Report #2 recommends the introduction of a "series of new interdisciplinary and multidisciplinary courses" as a better means of gaining "some knowledge" of various disciplines than courses designed as introductions to specialized study. Again, it is hard to find room for such courses in a three-year programme. In fact, while considering proposals for interdisciplinary and multidisciplinary programmes, both the Academic Planning Committee and the Curriculum Committee became convinced that no such programmes can be satisfactorily devised for a three-year period. When the Senate and the Language Departments expressed concern about the growing lack of second language proficiency in graduates, the Curriculum Committee responded with a recommendation that Arts graduates should know a second language at the 200 level, but felt constrained to add:

> While the majority of the committee favoured the more advanced language requirement, there was a strong desire to guard the principles of range and diversity in the liberal arts degrees and a strong will to resist the growing pressures for improvement in specific areas which cannot be accommodated within the three-year degree without unacceptable loss to competing areas of the curriculum. (Letter to Acting Dean, Nov. 23, 1979)

Thus, the three-year degree, as it stands, is increasingly seen as being excluded from or as a barrier to proposed improvements in the curriculum.

The results of a survey of Departments within the Arts Faculty tend to confirm the negative view of the three-year degree. Of fourteen Departments responding, nine found the three-year degree inadequate to fulfill the objectives of a general B.A. Degree, two were neutral or undecided, and three found the degree adequate. Of those which found the degree adequate, one found the degree of specialization to be inadequate and another remarked that "four years would be better" but that the additional cost to the student in time and money would not be justified, if the purpose of the three-year general B.A. is presumed to be "general education for its own sake" and not "preparation for any specific sort of job or graduate study." All of the Departments that found the three-year degree inadequate favoured a four-year general B.A. They were not in favour of another year of "more of the same" tacked on to the current programme, but called for a reconsideration of the entire degree structure. The most frequent recommendations were for a more structured degree programme with a stronger core content. Suggestions ranged from the proposal that the four-year general B.A. should be "similar in principle to the present four-year Special B.A." to the proposal that the emphasis of change should be placed on the first year.

C. History of the Three-Year B.A. (General) Degree

The peculiar history of the three-year B.A. degree in Alberta is relevant to any consideration of its present status. The institution of the three-year degree as the general B.A. degree was founded upon an intimate connection between the High School and University curriciula. The first year of the original four-year programme was more or less equivalent to the then High School Grade XII and a student could enter the second year of University by completing that grade, which was referred to in the Calendar as "Senior Matriculation". The 1937-38 University of Alberta Calendar contains the following announcement:

> With the beginning of the session 1937-38 entrance to the University of Alberta by junior matriculation is being discontinued except in the Faculty of Agriculture, and senior matriculation is required for admission throughout the University ... Consequently, the pre-engineering and pre-architecture years are discontinued, and what was formerly designated the second year in each of the following courses now becomes the first year: B.A., B.Sc. in Arts, B.Com., B.Sc. in Household Economics, B.Sc. in Pharmacy, B.Sc. in Nursing, and each of the combined courses in Arts and Medicine, Arts and Dentistry, etc. (p. 25)

The minutes of the Senate Meeting of December 17, 1937 state that the "New first year" of the Faculty of Arts and Sciences is to be the "old second year." (p. 37)

"Senior Matriculation" did not stand on its own, but was defined by a specific programme of High School Courses listed in the University Calendar, as follows:

English Composition 1, 2, 3, & 4
English Literature 1, 2, 3, & 4
History, 1, 2, & 3
Algebra 1, 2, & 3 Geometry 1 & 2 Arithmetic 1
Trigonometry 1
Latin, French, Greek, or German 1, 2, & 3

Four options from Physics 1, Chemistry 1, Agriculture 1 & 2, Art 1, Music 1, Geography 1, languages.

Three options from Physics 2, Chemistry 2, Biology 1, History 4, third unit of languages.

This programme might indeed have been considered to justify the assumption in APAC Report #1 that Faculty entrance requirements ensure that "the individual student should have the foundations of a broadly-based liberal education when he leaves secondary school." (p. 6: liii) As early as 1943 there were doubts about the foundations of the new programme and Arts Faculty Council agreed with a recommendation of the Alberta Teachers' Association "that the B.A. and B.Sc. courses be extended to four years" but deferred action until after the war. The intimate connection between High School and University curricula was no longer considered to exist at the time of the Hardy Report of 1960 which concluded that the general course should be extended from three to four years. As we have seen earlier, the first APAC Report recommends abandonment of the assumption that Grade XII is a preparatory year, without recommending a return to the four-year general programme. It is interesting to note that, of the degrees in Arts, Science, Commerce, Household Economics, Pharmacy, and Nursing, mentioned in the original Calendar announcement of the three-year programme, only the general B.A. and the general B.Sc. remain three-year degrees. One is reminded of a comment in the Calgary Report of 1968: "It seems rather presumptuous of an Arts and Science Faculty to think that it can provide an adequate education in only three years, and this in spite of the increasing complexity of the Society which its graduates are to serve." (pp. 8-9)

It is apparent that the pedagogical basis for the three-year degree has disappeared. As the schools have assumed more diverse responsibilities, they have been less able to attend to the preparation of that 9% of the graduates who enter University. A student who in 1937, for example, would have received eight-year equivalents of high school training in English literature and composition may now graduate with one and one-half. The institution of four-year B.A. (General) programmes at both Lethbridge and Calgary is an acknowledgement that the High Schools are no longer responsible for "the old first year." Our three-year programme has been and will be subjected to pressure to convert the first year into a preparatory year, leaving our second-year "senior" students with little chance to put together what they have learned in first year into a rational plan of senior studies.

It is true that the four-year B.A. (Special) was introduced as a result of the Moore Committee Report of 1970, but this degree was presented as "an interim and transitional measure" and the Moore Report recommended a standard four-year B.A. programme. The B.A. (Special) has remained a minority choice, as is to be expected when the three-year degree stands as a counter attraction. Students can hardly be blamed for accepting what is, in effect, a bonus of one year's time, fees and expenses for not taking the B.A. (Hons.), the B.A. (Special) and such valuable courses as Canadian Studies and other multi- or interdisciplinary programmes. But as more students are graduated from Calgary and Lethbridge, it seems evident that our graduates must find themselves increasingly indentified as having an inferior degree. How long can the senior University of the province afford to put its prestige behind the only three-year degree offered by an Alberta University? Now that the Provincial Government is pressing for accreditation of Colleges as degree-granting institutions, presumably there will be more appropriate places for those who want to obtain short-term degrees.

The loss of standards of preparedness in entering students may have removed the raison d'être of the three-year degree, but a return to a four-year general B.A. would not necessitate an abandonment of the principles upon which the three-year degree was established. It is only necessary to institute a contemporary approximation of the original conditions. These were that the degree should be a four-year degree unless specified requirements were met by the entering student. The B.A. (General) should now be made a four-year degree for all entering students except those who can show a level of preparation justifying entry into the second year of a four-year programme. This provision could be made more flexible than the old system by allowing advanced standing on a subject by subject basis.

D. The Four-Year B.A. (General) Degree Period

Any new form of the B.A. (General) will have to answer the call of the Faculty Departments and of concerned Faculty Committees for a means of adequately reconciling the principles of breadth and depth of education agreed to be fundamental to a degree in the Liberal Arts. It will have to satisfy the related demand of the majority of the Departments of the Arts Faculty for a more structured degree programme, combining adequate distribution requirements with a coherent core subject matter. It should satisfy more adequately than at present the other aims and principles of the degree, as set forth in the APAC Reports and summarized at the beginning of this report. It will not encroach on special and honors four-year programmes but, rather, remove present inhibitions against entry into such programmes. It should take away the sense of purposelessness in the degree and mitigate the sense of isolation and lack of academic identity presently apparent in many generalist students-- lacks in the present degree described in these terms by one Department Chairman: "Neither the students in it nor the general public have any clear idea of what it is intended to achieve." It should leave more time and flexibility for desirable changes in curriculum than can be accommodated in the present three-year degree programme.

All of this points to a four-year degree as the most effective means of achieving the required ends. If it were merely a case of "more is better" one could, presumably, call for a five-year degree or a six-year degree-- and so on, ad absurdum-- but there is, after all, a governing principle that requires us to choose the minimum period in which the objectives and aims of the degree can reasonably be achieved. The three-year period is now manifestly inadequate. A four-year period allows sufficient time for improving depth of concentration without sacrificing the principle of breadth of education. With the benefits of the additional time divided between more effective preparation of Juniors and more effective polishing of Seniors, the need of entering students for a helpful introduction to University studies and the need of graduating students for evidence that their courses of study have been meaningful and worthwhile, can both be satisfied. Comments from Departments include the report that fourth-year B.A. (Special) students were "indeed better trained and more mature than graduating general program students and that they were meeting the sort of standards which should be implied by a B.A. degree." It is sometime in their third year that students in general reach the level of knowledge and intellectual

maturity to be able to consider issues independently and in depth. Thus, the education of the generalist student is cut off at just the point that it is beginning to achieve its ends. A further year of consolidation of skills and knowledge will permit the student to consider at a higher level material studied before relatively superficially; to exercise the acquired skills in new areas; and to place what has been learned more securely in its cultural and historical context. It is only with the acquisition of skills, knowledge and maturity that the student can meet the objective of the APAC Report "that 'reading for a degree' implies a very large measure of independent work on the part of the student" (#1, p. 5:3), and satisfy the desire of the University and the community at large that graduates should be competent in their fields of specialization and able to apply theoretical knowledge to new concrete situations and to handle new problems.

Levels

It is of crucial importance that both students and instructors should have a clear sense of the level at which a given course is being offered. The mere numerical rubric is not enough to ensure this. If a three-hundred level class is composed largely of second-year students, the course cannot be offered at a genuinely senior level and this will be to the detriment of third- and fourth-year students. Conversely, if the class is composed mainly of upper-year students, the second-year students must suffer. Given adequate preparation of students through a separate first- and second-year programme, carefully designed to bring them to a genuinely senior level of competence, there can be an improvement in the quality of 300-level classes and in the position of the instructor in relation to the students. With the assurance that the class is composed of genuinely senior students, and with some assurance of their coherent academic experience at the lower levels, an instructor can work imaginatively to encourage that combination of knowledge and independent thought that is supposed to be the identifying characteristic of the Arts graduate.

Broad Outlines of Four-Year B.A. (General)

A fairly strict structuring by year seems to be the simplest and most effective way of achieving the desired ends. It will give an immediate shape and coherence to the degree programme. It will give students a clear sense of place and academic identity at each stage of the programme. It will give credibility to the concept of a difference in skills and requirements between junior and senior stages of the degree. It may give the student an energizing feeling of significance in the move from junior to senior levels. It will give the best means of ensuring depth of education without surrendering the goal of breadth. It will give the best means of caring for the needs of entering students and of ensuring that the last courses the student takes in the degree programme are concerned with the deepening and consolidation of skills and knowledge acquired in earlier years. It is virtually the only way of ensuring enough homogeneity of academic experience for students entering third year to be treated as senior students in a unified way. But the structuring by year should not be strict enough to prevent senior students from taking three-hundred level courses outside their areas of concentration.

The most important year divisions would be those between first year and second year, and between those two years and third year. A sufficient distinction between third and fourth years would be that third-year students could not take four-hundred level courses, although fourth-year students would be allowed to take three-hundred level courses. A further restriction here might be that fourth-year students should have to take a specified number of four-hundred level courses in their principal area of concentration. By moving in an organized way from introductory and core courses to specialization and higher-level broadening of knowledge, this structure should give the best chance of achieving the goals of breadth and depth that we have set for our degree. It seems clear from this that the move to a four-year degree should require a new programme, not merely the addition of a new first year, or an added fourth year of study.

E. Conclusions and Recommendations

The Curriculum Committee believes that a four-year B.A. (General) Degree can offer our generalist students a genuine Liberal Arts education and that the three-year degree programme has not merely become inadequate to achieve this goal, but has a blocking effect on the development of and enrolment in desirable new programmes and on the revision and improvement of existing programmes. We offer the following recommendations for approval:

Recommendation 1: that the present three-year B.A. (General) Degree be replaced by a four-year B.A. (General) Degree.

Recommendation 2: that an ad hoc committee of the Faculty of Arts be struck to report to the Arts Faculty Council by April 1981 on outstanding questions of procedure and detail in implementing the new degree, taking into consideration the structure and requirements of other four-year programmes in the Arts Faculty. The membership of this committee should include the Associate Dean of Student Programs, or his designate, representatives from the Curriculum Committee and the Academic Planning Committee, and from the three divisions within the Faculty. The questions to be reported upon by the ad hoc committee, after consultation with the Departments, should include the following:

1. The design of a model for the first year taking into account its crucial strategic position in improving the preparation of students for the later years of the degree.

2. The minimum and maximum number of courses for subjects of concentration within the four-year B.A. (General) Degree.

3. The desirable ratio between core requirements and distribution of subjects in the new degree programme.

4. The desirability of generalist or multidisciplinary and interdisciplinary courses to encourage breadth and the placement of specialist knowledge in its cultural and historical context.

5. The feasibility of extensive provision for advanced standing of entering students; the need for special provisions for part-time and mature students; and the means of ensuring that pre-professional students, such as those in pre-Law programmes, will not be adversely affected by the new degree structure.

J. A. Brant
J. L. Dixon
P. D. Evoy
J. Frascara, Art and Design
M. Gray
K. L. Gupta, Economics
J. C. Johnstone
J. M. Nering
P. E. Prestwich, History
M. Prokop, Germanic Languages
F. L. Radford, English, Chairman
E. Reinhold, Associate Dean
A. Roznicki
P. A. Schouls, Philosophy
W. Ward
C. R. Wilson, Anthropology

September 30, 1980

REPORT OF THE COURSE AND CALENDAR COMMITTEE: SEPTEMBER 1980

The following material has been examined by the Committee and is recommended for Council's approval and inclusion in the 1981-82 calendar. Committee approval, however, for the Honors Drama program has been postponed pending approval of the Honors Committee (see below).

DRAMA 43.7.1 Honors in Drama (Editorial changes in section to read:)
See section 43.1.1 for Faculty regulations concerning the Honors program.

The Honors program offers the exceptional student an opportunity for intensive study in Drama, in preparation for graduate studies in various specialized areas of Drama. The appropriate areas of study are Dramatic Literature, Theatre Aesthetics, and Theatre History. Practical experience of the theatre is also desirable and students are encouraged to enrol in practical courses and to participate in departmental productions.

Students are advised to enter the program in first year, however, later entry is possible. Admission requirements are the same as the Faculty requirements, but for promotion from year to year, in addition to the 6.5 minimum grade-point average required by the Faculty the Drama department requires a grade of 7 or better in the following courses which constitute the core of the program: Drama 300, 400, 405, 500, 505. To ensure their studies are sufficiently broad, students are required to take a minimum of eight courses, but not more than a maximum of eleven courses in the Drama Department. [Ability in a language other than English/to the 300-level/is/required. *The student needs to demonstrate proficiency in one language other than English, also either by taking courses up to the 300-level or by passing a (departmental) test.*]*
(placement)

The program outlined below is not completely rigid and can be subject to some variation.

First year: English 200 or equivalent; Lab science; Junior Drama option; two non-Drama options (200-level language other than English advised for one).
Second year: Drama 300; 2 Drama options; 1 non-Drama option; 1 non-Fine Arts option.
Third year: Drama 400; Drama 405 (1/2); 1 1/2 Drama options; 1 non-Drama option; 1 non-Fine Arts option.
Fourth year: Drama 500; Drama 505; 3 options (may be Drama).
Note: Drama options may be chosen from all courses not designated as restricted to BFA only. In addition to the requirements set out above, each program must include at least one Drama course from at least three of the following areas: production and design; directing; playwriting; acting and improvisation.

> NOTE: *[] Drama sought to replace first sentence inside the brackets with the wording in italic. This was not considered by the Honors Committee, and has therefore been postponed for approval by the Course and Calendar Change Committee. The Drama Honors Adviser has agreed to replace the word "departmental" with "placement," which has, also, not been considered by the Honors Committee.

ECONOMICS 43.9.2 Honors in Economics and Mathematics (new section)
See section 43.1.1 for Faculty regulations concerning the Honors program.

First and second years: Econ 201-202, Econ 381-382, Math 207-208, Math 281-282, Math 307-308, Stat 365-366, one junior English course, three options.
Third and fourth years: Econ 481-482, Math 381-382, at least three additional Econ options, at least one additional Math/Stat option, four options.

Each program must have the approval of the Departments of Economics and Mathematics. It is recommended that students have at least one course in Computing Science.

GEOGRAPHY 43.11.1 Honors in Geography (editorial change)
Under the heading Fourth year replace the sentence: "One senior single-term Arts course in Geography." with "One senior single-term course in Geography."

CLASSICS CLASS 475. Practical Methods in Classical Archaeology. Change weight to: 3 or 6.

ARTS FACULTY COUNCIL

Minutes of Meeting of March 17, 1981

2:00 - 4:20 p.m.

PRESENT: T. H. White (Chairman), R. F. Anderson, S. H. Arnold, D. F. Barbour, D. E. Bessai, R. J. Buck, R. P. Cirillo, J. A. Creore, J. D. W. Crowther, R. Darnell, A. de Valk, M. V. Dimic, E. Egert, B. L. Evans, J. F. Forrest, J. V. Freeman, H. Garfinkle, M. A. Gillies, K. L. Gupta, W. A. Harrell, C. G. Hickey, C. W. Hobart, F. G. Hulmes, K. Ivany, M. Jendyk, J. King-Farlow, H. P. Liebel-Weckowicz, P. L. Lindsay, J. C. MacKenzie, R. C. Macleod, G. Marahrens, D. T. Marriott, L. N. McKill, R. E. McKown, J. S. McMaster, B. Medwidsky, C. H. Moore, R. G. Moyles, D. R. Owram, N. J. Parker-Jervis, C. T. Peacocke, T. M. S. Priestly, K. D. Prithipaul, S. Rees, P. A. Robberecht, M. T. Roeder, B. L. Scarfe, A. Scott-Prelorentzos, R. A. Silverman, R. Silvester, O. F. G. Sitwell, R. C. Smith, R. A. Stangeland, J. Sybesma-Ironside, J. H. Terfloth, U. Trumpener, F. P. Van de Pitte, G. Vanterpool, R. Whitinger, M. D. Wilkie, H. E. Wilson, J. R. Wilson, T. Yedlin.

1. Agenda
   On a motion by Professor Dimic, seconded by Professor Smith, the agenda was adopted as circulated.

   The Dean congratulated Professor Peacocke on being awarded a Genie for best Canadian film actor.

2. Minutes of February 17, 1981
   On a motion by Professor McMaster, seconded by Professor Hobart, the Minutes were approved as circulated (Professor Whitinger's name having been added to those present, and Professor Roeder's initials changed to M.T.).

3. Report of Executive Committee Meetings for March
   [A copy of the report having been circulated with the agenda, a copy is attached to the official Minutes only.]

   A motion to receive this report was moved by Professor Stangeland, seconded by Professor MacKenzie.

   Motion carried.

4. Report of the Arts Faculty Committee on Teaching
   [A copy of the report having been circulated with the agenda, a copy is attached to the official Minutes only.]

   4.1 General Discussion of the Report
   Professor Hobart, Chairman of the Committee, introduced the report. The Committee had concerned itself primarily with two issues:

   a) The common component of the evaluation procedure which would be Faculty-wide; and,
   b) the protection of student anonymity.

   It was moved by Professor Hobart, seconded by Professor McKown,
   THAT this report be adopted.

The following discussion and recommendations arose from Council members.

Professor Liebel-Weckowicz stated that procedures for assessing and judging professional competency are legislated by law. Students could use such legislation in a law or damage suit. She recommended all of these considerations be referred back to the Committee for further discussion, some hearings and investigations. It was questioned whether some social scientists would agree with the Committee's approach. Dean White indicated that this report dealt specifically with the issues mentioned by the Chairman of the Committee and that the global issue of evaluation had already been decided.

Professor Gupta suggested that the seven response categories for the common component question should be reduced to five.

It was moved by Professor Macleod, seconded by Professor Gupta,

> THAT the words "outstanding" at the one end of the scale and "one of the worst" at the other end of the response categories for the common component question be deleted.

Discussion centred on the desirability of a smaller or larger number of response categories.

Amendment defeated.

Some Council members expressed concern about the five diagnostic or context items, variability in comparability of the results between departments, timing of the evaluations, and possible implementation problems for April, 1981.

An amendment to the motion was moved by Professor Wilson, seconded by Professor Buck,

> THAT the common component should be enlarged to include at least five diagnostic questions and several more global questions in addition to the one contained in recommendation #2.

Amendment defeated.

Professor Anderson moved, seconded by Professor Dimic, an amendment to change the wording of the common component question in recommendation #2, page 6, Summary of Recommendations to read,

> Overall, how do you rate your teacher in this course?

Amendment carried.

Professor Anderson moved, seconded by Professor Marahrens,

> THAT #3, page 6, Summary of Recommendations read:
>
> That an individual faculty member's ratings on the common component may not be made available to the FSPC; only a complete assessment of his or her teaching performance may be presented there.

Amendment defeated.

Professor Anderson moved, seconded by Professor Stangeland,

THAT #4, page 6, Summary of Recommendations read:

That evaluation forms should be distributed to the students enrolled in a class at a regular session of the class, during the last three weeks of the class.

Amendment carried.

Professor Anderson moved, seconded by Professor Forrest,

THAT #5, page 6, Summary of Recommendations read:

That they should be distributed and collected by means agreed upon by the department concerned.

Amendment carried.

An amendment to the amendment on #4 was moved by Professor Creore, seconded by Professor Liebel-Weckowicz, to read:

That evaluation forms shall be distributed to students enrolled in a class at a regular session of the class, during the last three weeks of the class, or during the final examination period (with the agreement of the class).

Amendment defeated.

The main motion (THAT this report be adopted), as amended, was then put and carried.

4.2 Implementation of Common Component

It was moved by Professor Marahrens, seconded by Professor Smith,

THAT the common component be incorporated for the questionnaire for the academic year 1981-82.

Motion carried.

This will not preclude departments from incorporating it this Spring, if they choose to do so.

Professor Moore moved, seconded by Professor Dimic,

THAT recommendations #7 and #8 of the Summary on page 6 of the report, along with the notation "Approved by Arts Faculty Council, March 17, 1981," appear on all student evaluation forms either at the beginning of the form or adjacent to the space provided for the student's signature.

Motion carried.

5. Report of the Grants Committee (Advancement of Scholarship Research Fund)

[The report having been circulated in advance of the meeting, a copy is attached to the official Minutes only.]

5.1 Release Time Grants

Item 6 under Criteria was questioned by Professor Anderson because of the deadline dates. Professor Scarfe suggested that "first term" be put in front of the date. It was agreed to incorporate this revision in the final draft.

Professor Scarfe moved, seconded by Professor MacKenzie,

> THAT #2 should read:
>
> That relief will be available for a half-course, a full course, or two half-courses, provided release time does not result in complete release from teaching in either term, except for department chairs, associate deans and assistant deans.

Amendment carried.

Professor Scott-Prelorentzos stated that the intention of this release time grant is not a study leave program, and is exclusive to on-campus study.

A further amendment to item #2 was moved by Professor MacKenzie, seconded by Professor King-Farlow, to read:

> THAT relief will be available for a half-course, a full course, or two half-courses, provided that the staff member remains on campus for the duration of the relief.

Amendment carried.

5.2 Travel Fund Grants

Under Criteria item 2, Dean White deleted "plus accommodation cost for up to three nights." The central administration has provided guidelines and has indicated the funds may be used for travel, but not for lodging or subsistence.

Professor Anderson suggested the Committee take under advisement the April 15 deadline, as that date might conflict with teaching duties. Dean White asked either Professor Scarfe, or Professor Anderson, to direct a letter to this Committee asking them to take another look at the deadline date and perhaps have it moved up for future competitions.

Professor Freeman questioned whether both grants could be applied for simultaneously. Professor Scott-Prelorentzos responded that it could be done, but that the travel was envisaged as short-term in nature. All of these grants will be handled by the same committee.

By general consensus, an amendment was made to include on top of the three forms,

> THAT applications must be returned via department chairs to Dr. S. M. M. Qureshi, Associate Dean of Arts.

5.3 Equipment/Material Grants

Some questions arose about what type of equipment the fund would cover. Professor Scott-Prelorentzos suggested that members should keep in mind the short-term nature of research which is being supported. Professor Buck added that the SHRCC is quite amenable for hefty grants but aren't interested in anything below $1,500 because of the time, money and labor involved for processing these applications. All requests are to be assessed by the committee. The overriding criteria will be the relevance of the request to the research project.

Professor Hickey moved, seconded by Professor Liebel-Weckowicz,

> THAT normally priority will be given to applications requesting more than $1,000.

Professor Wilson suggested the entire item be deleted so that the question could be dealt with on an ad hoc basis by the committee. Professor Hickey and Professor Liebel-Weckowicz agreed to withdraw their proposed amendment.

Professor Wilson moved, seconded by Professor Buck,

> THAT the entire item #3 be deleted.

Amendment carried.

Professor Dimic moved, seconded by Professor Smith,

> THAT the Criteria and Procedures for the Advancement of Scholarship and Research Funds, as amended, be adopted.

Motion carried.

6. Adjournment
By general consent, the meeting adjourned at 4:20 p.m.

Chairman

REPORT OF THE EXECUTIVE COMMITTEE: MARCH 1981

1. McCalla Research Awards Committee
The following Faculty members were nominated to serve on this Committee, for staggered terms lasting up to three years:

Chairman: R.G. Moyles, Associate Dean (Humanities & Fine Arts)

Fine Arts:

M. Forsythe	Music
L. Osborne	Art & Design

Humanities:

N.A. Page	English
J.R. Wilson	Classics

Social Science:

R.L. Gupta	Economics
U. Trumpener	History

2. Report of the Arts Faculty Committee on Teaching
The Committee agreed to present this report, including extracts from the Arts Council, May 1980 minutes, and the Report of the Arts Executive Subcommittee for the Scrutiny of Teaching, to the March Council Meeting.

3. Library Committee
Professor Bryan has replaced Professor van de Pitte as Chairman of this Committee for a three-year term.

4. Grants Committee Report
With some minor editorial changes, this Report was endorsed, and the Executive agreed to place the proposal on the agenda for the March Council meeting.

REPORT OF THE ARTS FACULTY COMMITTEE ON TEACHING: STUDENT ASSESSMENT OF TEACHING

1602

The Arts Faculty Standing Committee on Teaching was established by the Arts Faculty Executive Committee on June 16, 1980, following approval by the Arts Faculty Council on May 16, 1980 of a recommendation that such a committee be constituted. The Executive Committee appointed as members Professors L. H. Craig, C. W. Hobart, J. C. MacKenzie, R. D. McMaster and L. B. Osborne. Three student members were also appointed: A. Seaton, L. Seguin and K. Trumpener. Of initial concern to the committee were two responsibilities, because they related to components and procedures to be adopted by the Faculty prior to initiation of procedures for teaching evaluation by departments during the Spring term of 1981. These responsibilities were:

> "THAT the Committee on Teaching be instructed:
>
> following appropriate consultation with all individual departments and the FSPC, to devise an element of assessment that will be common to all department assessments within the faculty, in accordance with Recommendation 5 in the "Report of the Scrutiny of Teaching Subcommittee." This common element should be agreed upon by December 20, so that it may be incorporated into departmental assessments and available for use at the end of the 1980-81 academic year;
>
> by the same date to recommend appropriate procedures, for possible Faculty-wide use, for the distribution, collection and processing of the information collected in accordance with Recommendation 4 on the protection of student anonymity.

The Committee has discussed but not yet completed its deliberations about a third term of reference:

> THAT the Committee on Teaching be instructed to review the procedures currently employed by the Arts Faculty Salaries and Promotions Committee in its evaluating individual faculty members' teaching performance, and to recommend to the Faculty such changes in this procedure as would further promote teaching excellence and insure its being treated as of roughly equal importance with excellence in research.

Following a briefing of committee members by Dean White on October 30, 1980, the Committee held its first meeting on November 7 and met weekly thereafter.

Much time was initially spent in lengthy discussions of teaching evaluation--whether or not it was important, whether or not it was possible, the role of student input in the evaluation process, and the possibilities for obtaining valid and creditable student input. Particular concern was expressed a number of times that construction of the "common component," with which we are charged, might result in improper use of it. Some feared that it might come to outweigh the departmentally-devised evaluation procedures, or might be reduced to a score which would be given disproportionate emphasis because of its simplicity.

We eventually proceeded to work on the common component by devising a long and overlapping draft-list of component items which we thought were relevant to the evaluation process, and which were circulated to departments in the Arts Faculty for critical reaction. These reactions, when they came, were important for their indications of departmental thinking about appropriate evaluation procedures, as well as because they told us how people thought about specific items. It was on the basis of these reactions that we thought it appropriate to restrict our consideration to possible "global" items, and to leave "diagnostic" assessment to the individual departments. "Diagnostic" refers to specific aspects of an instructor's performance, clarity of assignments, organization of the course, fairness of evaluation procedures, etc., whereas "global" refers to overall assessments.

The Committee considered five possible areas of global assessment which comprised a comprehensive listing of all we thought were relevant. These dealt with "overall:

1. instructor performance
2. course planning
3. relationship with students
4. course contribution to learning, and
5. satisfaction with this course."

Upon careful consideration of these five global items, we were satisfied only with the first as suitable for Faculty-wide application. The second, fourth and fifth we discarded because instructors often find themselves teaching courses which they would have preferred not to be assigned, and because the planning of some courses is not within the control of the instructor. Number three we discarded because this seemed so blatantly to tap a "good joe" factor that we felt it should not be included in an assessment of teaching.

Accordingly, we recommend to the Arts Faculty that the common component be restricted to a single item, worded as follows: "Overall, I rate the teaching of my instructor in this course as follows: (check one)

____	____	____	____	____	____	____
One of the worst	Poor	Below Average	Average	Above Average	Excellent	Outstanding

Because the common component we are recommending consists only of a single item, we are very much concerned with the context in which this item is presented to students. We believe that it should be presented after students have considered other, departmentally-devised-diagnostic questions about the instructor which have caused them to think analytically about the strong and the weak points in the instructor's teaching performance. We fear that, without this context, students confronted with this single item may often tend to respond in terms of pure "halo effect": "The instructor seems like a nice person" and so is rated highly, or "The instructor seems an unpleasant person" and so is rated down. Such ratings might have little to do with the quality of the instructor's teaching performance. In addition, we suspect that ratings made in sessions where diagnostic questions have not established the context might be quite different from ratings where students are first asked to respond to diagnostic questions.

Accordingly, we recommend that in all departments the responses to the common component question be obtained only after students have already been asked to respond to a minimum of five departmentally-devised diagnostic questions which focus on various aspects of the instructor's teaching, evaluation practices, etc.

The Committee believes that one advantage of the single-term common component is the small probability that it might be used inappropriately. We are aware of the real concerns among some faculty members that a common-component "score" might be calculated which might be given such weight in the FSPC as to overshadow the detailed assessment the Chairperson makes of the instructor. It is our view that a single common-component item is quite unlikely to be misused in this way. However, we do believe that it will be of use in helping to flesh out a picture of satisfactory, unsatisfactory, or outstanding performance.

Because a numerical score derived from the common-component question might be subject to a variety of grave abuses, we recommend that an individual faculty member's ratings on the common component should not be made available to the FSPC except as part of a complete assessment of his or her teaching performance.

In our discussion about our second responsibility, relating to protection of student anonymity, we recognized that some departments may choose to write to students for evaluations after they have graduated, or to use faculty peer evaluations, or to have the Chairperson visit classes, etc. However, we suspect that in a large proportion of classes in the Arts Faculty, student evaluation forms will be distributed and filled out during a regular class period, both because of the convenience of the procedure and because compliance with "common-component" requirements will typically be easiest this way. Accordingly, our committee proposes the following procedures for collection and processing of student evaluations.

- Evaluation forms should be distributed to the students enrolled in a class at a regular session of the class, during the last two weeks of the term.

- They should be distributed and collected by someone other than the regular instructor, i.e., by another faculty member, a graduate assistant, an APO, etc.

- Students should make their responses during the class period and the forms should be collected prior to dismissal of the class and returned to the Department office. Thereafter, they will be submitted to the appropriate processing procedure. Every care should be taken to insure that these forms are not seen by the instructor before they are formally released or by other unauthorized people.

- Under no conditions should the instructor of the class see the completed student evaluations with the names of the students attached.

  It is a very widespread if not universal practice within the academic world for assessors to remain anonymous to those whose work is being assessed. Accordingly, the committee suggests that the simplest procedure is not to ask students to write their names on the evaluation forms they fill out.

However, some faculty think rather strongly that students should be asked to assume responsibility for the evaluations that they make, by signing their completed evaluation forms. This aim might be accomplished without loss of anonymity in a number of ways including: by computer processing of precoded (multiple choice) rating forms, the instructor being supplied only with the computer-produced summary; or by having student statements and comments recopied without names for the instructor; or by having the Chairperson summarize student comments for the benefit of the instructor; or by having the student sign the last page of the evaluation form after having been clearly instructed that this page would be detached before the remainder of the form was forwarded to the instructor. In the latter event, every effort should be made to insure that the signature pages are detached, and that no slip-up occurs. The Committee thinks that such a procedure is an acceptable alternative to unsigned questionnaires for safeguarding student anonymity.

Under no circumstances should student evaluations be forwarded to the instructor in any form prior to the submission of final course grades.

Because student anonymity is much more difficult to safeguard when enrollment is very low in a class, the committee spent some time discussing how the course-evaluation process should best be handled in such classes. This problem is particularly knotty because low-enrollment classes are not uncommon in small departments, where students must of necessity take courses from the same instructors from whom they have already taken small-enrollment classes earlier. Loss of anonymity may be most consequential for students in these circumstances. We make the following recommendations to cover such low-enrollment classes.

Although the evaluation procedure devised by individual departments (including the common component) should be routinely followed in classes having an enrollment of five or more students, it should be up to the department to decide whether or not,use of its routine evaluation procedures in classes having no more than four students enrolled is compatible with preserving student anonymity.

In the event that a department decides the methods for assessing classes of five or more students are inappropriate to smaller classes, and chooses to devise other methods, it should still take pains to preserve anonymity.

REVISED

SUMMARY OF RECOMMENDATIONS

1. Students will be asked to respond to a minimum of five departmentally-devised "diagnostic" questions which focus on various aspects of the instructor's teaching, such as course planning, grading practices, accessibility to students, etc.

2. A common component of the Arts Faculty teaching-evaluation procedures will consist of a single item worded as follows:

   "Overall, how do you rate your teacher in this course?

____	____	____	____	____	____	____
One of the worst	Poor	Below Average	Average	Above Average	Excellent	Outstanding

   This item will stand at the end of the departmentally-devised questions.

3. An individual faculty member's ratings on the common component may be made available to the FSPC only as a part of a complete assessment of his or her teaching performance.

4. Evaluation forms should be distributed to the students enrolled in a class at a regular session of the class, during the last three weeks of the class.

5. They should be distributed and collected by means agreed upon by the department concerned.

6. Students should make their responses during the class period and the forms should be collected prior to dismissal of the class and returned to the Department office. Thereafter they will be submitted to the appropriate departmental processing procedure. Every care should be taken to insure that these forms are not seen by the instructor before they are formally released or by other unauthorized people.

7. Under no conditions will the instructor of the class see the completed student evaluations with the names of the students attached.

8. Under no circumstances will student evaluations be forwarded to the instructor in any form prior to the submission of final course-grades.

9. It will be up to each department to decide whether or not the use of its routine evaluation procedures in classes having no more than four students enrolled is compatible with preserving students' anonymity.

10. In the event that a department decides the methods for assessing classes of five or more students are inappropriate to smaller classes, and chooses to devise other methods, it will take pains to preserve anonymity.

L. H. Craig
C. W. Hobart, Chairman
J. C. MacKenzie
R. D. McMaster
L. B. Osborne
A. Seaton
L. Seguin
K. Trumpener

March 17, 1981

SUPPORT FOR THE ADVANCEMENT OF SCHOLARSHIP RESEARCH FUND: TRAVEL FUND GRANTS

Description

Research money will be made available for travel purposes to full time faculty who wish to initiate or complete research projects.

Procedure for Application

Applications, giving a description of the travel plan and its relationship to the research project, must be forwarded to the Department Chairman (in the case of the Department Chairmen, to the Dean) for approval and transmission to the Dean's Office.

Criteria

1. All full-time faculty members not on leave are eligible.
2. Travel assistance at economy air fare or equivalent to an upper limit of $750.00 will be provided in connection with specific research/creative projects.
3. The research project must be clearly defined and relatively self-contained.
4. The research project must make a scholarly/creative contribution to the discipline of the researcher.
5. A brief report on the completion of the project must be submitted to the Department Chairman by the end of the academic year.
6. Normally not more than one travel grant per fiscal year will be approved.
7. University travel regulations will apply.

Ineligible will be:

1. Part-time and temporary staff.
2. Projects leading to the completion of a staff member's degree.
3. Projects relating to work which is done primarily with a commercial as opposed to scholarly/creative objective.
4. Projects funded by a contracting agency (i.e. government, city, private business) or undertaken for a sponsoring agency.

Grants Committee (Travel)

All applications will be assessed and final selections made by a seven-person committee comprising the Associate Dean (Social Science) as Chair, two representatives from the Humanities, two representatives from the Social Sciences, and two representatives from the Fine Arts.

Deadlines

Applications for first term travel must be received by April 15, 4:00 p.m. and for second term by September 30, 4:00 p.m., and should be addressed to Dr. S. Qureshi, Associate Dean, Faculty of Arts. The first term will begin July 1 and the second term January 1 each year.

1610

APPLICATIONS MUST BE RETURNED VIA DEPARTMENT CHAIRMAN TO DR. S. QURESHI, CHAIRMAN, GRANTS COMMITTEE, FACULTY OF ARTS, by 4:00 p.m., APRIL 15 or SEPTEMBER 30.

APPLICATION FOR ADVANCEMENT OF RESEARCH: TRAVEL ASSISTANCE

1. Name of Applicant ____________________

   Rank __________ Department __________

2. Title of Project ____________________

3. Statement of Objectives (Give brief description)

   (a) Is it an ongoing project? __________

   (b) Is the project as a whole to be completed, or a part of it? __________

   (c) Is it a new project? If so, what is the scope of the project?

   ____

   (d) Is it a project relating to the preparation of a grants application to the Social Sciences and Humanities Research Council, or Canada Council?

   ____

   (e) Is this project being funded by an agency? If so, which is the funding agency? __________

   (f) Has this project been sponsored or contracted for by an agency? If so, state the details. __________

   ____

   (g) What is the relevance of the project to your discipline? __________

   ____

4. List your three most recent completed research projects, with details of publication/display/performance.

5. Destination and estimated cost of travel ____________________

6. Justification for travel ____________________

   ____

7. Chairman's approval of travel project

SUPPORT FOR THE ADVANCEMENT OF SCHOLARSHIP RESEARCH FUND: RELEASE TIME GRANTS

Description

Research money will be made available to Departments to provide teaching replacements for full-time faculty who wish to initiate or complete research projects.

Procedure for Application

Applications, giving a complete description of the research proposal, must be forwarded to the Department Chairman (or in the case of Department Chairmen, to the Dean) who will give written approval of the feasibility of the project before consideration by the grants committee. Such approval will be conditional on the Chairman's being able to replace the applicant with a competent teacher from the sessional ranks. Thus, the application should specify which course is being suggested as the one for which release time is sought.

Criteria

1. All full-time faculty members are eligible to apply.
2. Relief will be available for a half course, a full course, or two half courses, provided the staff member remains on campus for the duration of the relief.
3. The project must be of a kind which is clearly defined, relatively self-contained and can be completed within six months or a year respectively.
4. Priority will be given to projects which have already proceeded to a point where release time can enable a faculty member to complete the project. Consideration may also be given to proposals to initiate new projects.
5. The project must make a scholarly/creative contribution to the discipline of the researcher.
6. A brief report on the completion of the project must be submitted to the Department Chairman for a half course by March 1 and for a full course and second term half course by September 1, with a copy forwarded to the Dean's Office.
7. Applications for consecutive terms' release time will be considered only upon the completion of the earlier project.

Ineligible will be:

1. Part-time and temporary staff.
2. Projects leading to the completion of a staff member's degree.
3. Projects relating to work which is done primarily with a commercial as opposed to scholarly/creative objective.
4. Projects funded by a contracting agency (e.g. government, city, private business) or undertaken for a sponsoring agency.

... 2

Grants Committee (Release Time)

All applications will be assessed and final selections made by a seven-person committee comprising the Associate Dean (Social Science) as Chair, two representatives from the Humanities, two representatives from the Social Sciences, and two representatives from the Fine Arts.

Deadlines

Applications for first term and for full year courses must be received by April 15, 4:00 p.m., and for second term by September 30, 4:00 p.m., and should be addressed to Dr. S. Qureshi, Associate Dean, Faculty of Arts. The first term will begin July 1 and the second term January 1 each year.

1613

APPLICATIONS MUST BE RETURNED VIA DEPARTMENT CHAIRMAN TO DR. S. QURESHI, CHAIRMAN, GRANTS COMMITTEE, FACULTY OF ARTS, by 4:00 p.m., APRIL 15 or SEPTEMBER 30.

APPLICATION FOR ADVANCEMENT OF RESEARCH: RELEASE TIME

1. Name of Applicant ______________________________

Rank ____________________ Department ____________________

2. Title of Project ______________________________

3. Statement of Objectives (Give brief description)

(a) Is it an ongoing project? ________

(b) Is the project as a whole to be completed, or a part of it? ____________

(c) Is it a new project? If so, what is the scope of the project?

____

(d) Is it a project relating to the preparation of a grants application to the Social Sciences and Humanities Research Council, or Canada Council?

____

(e) Is this project being funded by an agency? If so, which is the funding agency? ______________________________

(f) Has this project been sponsored or contracted for by any agency? If so, state the details. ______________________________

____

(g) What is the relevance of the project to your discipline? ____________

____

4. List your three most recent completed research projects, with details of publication/display/performance.

5. Course being dropped ______________________________

6. Chairman's statement with approval/rejection (and an estimate of sessional replacement costs).

SUPPORT FOR THE ADVANCEMENT OF SCHOLARSHIP RESEARCH FUND: EQUIPMENT/MATERIALS GRANTS

Description

Assistance for provision of equipment/materials will be provided to advance research/creative projects. Included will be research materials and/or equipment necessary either to initiate or complete research/creative projects.

Procedure for Application

Applications, giving a complete description of the equipment and its relationship to the research project, must be forwarded to the Department Chairman (in the case of Department Chairmen, to the Dean) for approval and transmission to the Dean's Office.

Criteria

1. All full time faculty members are eligible to apply.
2. The research project for which equipment/research material is required must be clearly defined and relatively self-contained.
3. Normally not more than one grant per fiscal year will be awarded.
4. Equipment so acquired will become the property of the University.
5. Applications for equipment that can be acquired through an outside funding agency will get very low priority.

Ineligible will be:

1. Part-time and temporary staff.
2. Projects leading to the completion of a staff member's degree.
3. Projects relating to work which is done primarily with a commercial as opposed to scholarly/creative objective.
4. Projects funded by a contracting agency (i.e. government, city, private business) or undertaken for a sponsoring agency.

Grants Committee (Equipment)

All applications will be assessed and final selections made by a seven-person committee comprising the Associate Dean (Social Science) as Chair, two representatives from the Humanities, two representatives from the Social Sciences, and two representatives from the Fine Arts.

Deadlines

Applications for equipment must be received either by April 15, 4:00 p.m. for grants in the first term or by September 30, 4:00 p.m. for grants in the second term, and should be addressed to Dr. S. Qureshi, Associate Dean, Faculty of Arts. The first term will begin July 1 and the second term January 1 each year.

1615

APPLICATIONS MUST BE RETURNED VIA DEPARTMENT CHAIRMAN TO DR. S. QURESHI, CHAIRMAN, GRANTS COMMITTEE, FACULTY OF ARTS, by 4:00 p.m., APRIL 15 or SEPTEMBER 30.

APPLICATION FOR ADVANCEMENT OF RESEARCH: EQUIPMENT/MATERIALS

1. Name of applicant ______________________________

Rank ______________ Department ______________________

2. Title of Project ______________________________

3. Statement of Objectives (Give brief description)

(a) Is it an ongoing project? __________

(b) Is the project as a whole to be completed, or a part of it? __________

(c) Is it a new project? If so, what is the scope of the project?

____

(d) Is it a project relating to the preparation of a grants application to the Social Sciences and Humanities Research Council, or Canada Council?

____

(e) Is this project being funded by an agency? If so, which is the funding agency? ______________________________

(f) Has this project been sponsored or contracted for by an agency? If so, state the details. ______________________________

____

(g) What is the relevance of the project to your discipline? __________

____

4. List your three most recent completed research projects, with details of publication/display/performance.

5. Description and estimated cost of equipment/materials

6. Justification for the provision of equipment/materials

7. Chairman's approval